

The Bungalow

Glusburn CP School, Colne Road, Keighley, BD20 8PJ

Inspection date

Previous inspection date

13/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- Children develop their thinking skills effectively. This is because the staff pose open-ended questions throughout activities and they respond with enthusiasm to children's ideas to extend their enjoyment of activities.
- Children's language and communication skills are effectively supported because the staff talk to them consistently through activities and routines
- Staff work closely with the parents to support children's ongoing progress.
- Children are safe and protected because the staff have an effective understanding of how to safeguard them.

It is not yet outstanding because

- There is scope to improve the organisation of the learning environment outdoors, to support children's early reading skills.
- There are options to consider with regard to improving the brightness of electrical lighting in the back playroom, to support children's well-being as they investigate the environment.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed resources in all the playrooms and outdoors.
- The inspector sampled a range of documents that included children's records of learning and policies and procedures.
- The inspector spoke to several staff about the learning intentions of activities observed at the inspection.
- The inspector spoke to several parents and children present.
- The inspector checked evidence of suitability and qualifications of staff working with the children.

Inspector

Melissa Patel

Full report

Information about the setting

The Bungalow was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. This out of school provision is privately owned. The provision operates from the Glusburn County Primary School site in the village of Glusburn near Keighley and Skipton. Children are cared for in the former school bungalow and they have access to four playrooms and an enclosed outdoor playing area. There are schools, shops, parks and public transport links in the local area.

There are currently 30 children on roll, of whom 13 are in the early years age range. The provision employs three members of staff, of these two hold appropriate early years qualifications, one at level 4 and one at level 3. The provision is open each weekday from 7am to 9am and from 3.30pm to 6.30pm during term time and for full days during school holidays.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the opportunities for children to become familiar with written words. For example, by consistently incorporating print to the outdoor area
- extend opportunities to support children's well-being. For example, by improving the brightness of electrical lighting in the back playroom.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff understand the children's individual learning needs effectively. This results in all ability groups receiving effective support to help them progress towards the early learning goals. All children are developing comfortably within the typical range of development expected for their age, according to their starting points and short time spent at the provision. The quality of teaching is good. Staff are cheerful and enthusiastic and plan interesting experiences for them. For example, children are learning about the winter season. Staff support them well as they cut out snowflakes for the display and they help them identify the different shapes through the process. Children develop their small physical skills successfully through using scissors and staff add to the skill through consistent encouragement and guidance as they carry out the task. Staff talk to children consistently and they include them all well by listening to what they have to say individually. This supports their communication skills effectively. In addition, children's critical thinking skills are strongly supported because staff frequently ask the children

questions, such as 'what do you think happens next?' and they take good account of their ideas, for example, staff introduce props that the children need, such as resources to make a den.

Staff help the children develop strong mathematical skills. For example, they instigate counting frequently and use a number line in a fun and skilful way to encourage the recognition of numerals and the correct sequencing of numbers. Staff give good support to help children progress their large physical skills through various activities. For example, staff guide children as they solve problems working out how to operate equipment, which are used as a prop to instigate dancing activities and physical games. Literacy skills are supported effectively. For example, staff make good use of opportunities to help children make marks and write their own name. Children freely select books and join in stories. Low-level labelling within the indoor environment is used to help children recognise words. However, opportunities for children to recognise words outside and therefore, further progress their literacy skills, are less well developed.

The observations and assessments of children are used consistently within the provision, to support children's next stage in learning. When an area of learning that requires development is identified, staff incorporate this into their daily activities for individual children. For example, they plan to develop children's abilities in listening and recognising letter sounds, to support language and literacy skills. This supports children's school readiness effectively. Parents are clearly involved in their children's learning through discussion and the sharing of the children's records of learning. This ensures that the staff and parents work together to help children progress important areas, such as their rapidly developing communication skills. In addition, clear information displayed on notice boards gives parents useful information and ideas on how to support their children across the seven areas of learning, to support their all-round development successfully.

The contribution of the early years provision to the well-being of children

Children's well-being and security is successfully supported. This is because each child has a staff member assigned to them as their key person and they have a good knowledge of the children's individuality, so that they can effectively support them. This also includes talking to the parents and other providers about the children's individual needs. Staff are cheerful in their approach and purposefully involve themselves with the children. The good support children receive results in them forming close attachments to the staff and other children. Staff are pro-active in talking to children and they are playful with them. Staff frequently praise the children for their achievements, such as for making good attempts at writing their own name. All of this results in children developing their confidence and because of the positive input that they receive, their behaviour is good.

Children are developing a good understanding of healthy lifestyles through regular outdoor activities that promote exercise, such as climbing and playing games. Staff introduce choices at the tea time meal, which is balanced and covers the important food groups. Fruit is readily available and there is easy access to water or sugar free dilute juice. Staff add to children's understanding about the importance of healthy eating through displaying posters of healthy foods, which are used for discussion. The environment is clean and well

maintained overall. However, there is an opportunity to be explored to improve dim electrical lighting in the back playroom, to maximise children's well-being as they explore this room. The provision inside and outdoors is effectively risk-assessed. This ensures that the children can explore the environment safely. Staff talk to the children about safety, for example, they learn the importance of putting toys away and frequently practise the fire evacuation procedure. This helps the children understand how to keep themselves safe and to consider other people within the environment.

Transitions are managed effectively within the provision through the staff preparing the children well in a variety of ways. For example, staff share books about changes and they talk to children about what happens when they are at school and when they come to the after school club. In addition, as they collect the children from the neighbouring school, staff are able to talk to the school staff about any significant daily happenings that affect individual children. This means that they are able to consistently support the children after school. Staff share relevant information with the parents. All of this supports children's emotional security and well-being effectively.

The effectiveness of the leadership and management of the early years provision

The management and staff demonstrate a good overview of the safeguarding and welfare requirements. This is demonstrated in how the staff consistently support children's safety and well-being within the provision indoors and outdoors. Staff understand their role with regard to who to contact if there are any concerns about a child. The safeguarding policy is clear and is successful in ensuring that the staff and parents are fully updated on the procedures in place to keep children protected, and what to do if there are concerns. The employment procedures are robustly implemented to make sure that the staff are appropriately background checked and therefore, suitable to work with the children. Clear induction procedures and ongoing staff guidance provides the staff with effective support to work well with the children. In addition, the staff go on regular training courses, such as child protection, to support children's safety effectively and all staff hold current paediatric first aid certificates. The provision's staff form successful relationships with the parents, to support children's overall development.

The management and staff implement the learning and development requirements effectively for children. For example, this is demonstrated through how staff interact with children and how they plan to help children make good progress. Staff qualifications have a positive impact on children because the staff use and build on their underpinning knowledge, to support children's learning effectively. Self-evaluation is good because the staff review their thoughts together on how to maintain effective standards and how to improve the provision. They know their strengths and weaknesses and work hard to continue to update the provision to support children effectively. For example, although, the provision has only been open for a short time, they have developed their information sharing with parents, which includes making documentation about the requirements for learning and development easier and immediately accessible on notice boards and updating the information regularly as well as sharing the policies and procedures. In addition, they have updated resources and developed their use of observations to support

children effectively. This improves the support for children's ongoing learning and development. Parents' views are included and voiced mainly through discussion and sharing information. Parents' views sampled at the inspection demonstrate that the staff form good relationships with the parents, working closely with them to support the children's safety, care and learning needs effectively. Children have a voice by making choices about what they wish to do and they are effectively encouraged to voice their views in daily events.

Staff form good relationships with other provisions where children also attend, such as the local school. For example, they share appropriate information to support children's care and learning. As a consequence, staff use the knowledge they gain about individual children to support their learning progress, such as consistently adding support to the children's language, literacy and behaviour skills. Staff are also fully aware of the importance of working in partnership with other professionals if required. This means that the staff give good support to the children's all-round development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY467881
Local authority	North Yorkshire
Inspection number	928529
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	30
Name of provider	Out of School Club Partnership
Date of previous inspection	not applicable
Telephone number	07850969068

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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