

Enmore Primary School Breakfast & Afterschool Club

ENMORE C OF E PRIMARY SCHOOL, Enmore, Bridgwater, TA5 2DX

Inspection date	23/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff plan interesting activities and listen to children's ideas well, which supports children's development.
- Children develop strong and trusting relationships with staff.
- There is good partnership working with the school to complement the delivery of the Early Years Foundation Stage curriculum.
- Children's behaviour is good. They are respectful and well-mannered.

It is not yet outstanding because

- Staff do not consistently share setting information and the activities children have engaged in with all parents.

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 children playing inside and outdoors.
- The inspector observed staff interactions.
- The inspector talked to a parent, staff and children at convenient times.
- The inspector sampled a range of documentation including learning profiles, self-evaluation and safeguarding procedures.

Inspector

Rachael Williams

Full report

Information about the setting

More Enmore Breakfast and Afterschool Club registered in 2013. It is run by a limited company, who also have two day nurseries and three afterschool clubs registered with Ofsted in the Bridgwater area. The club operates from a classroom, with adjacent toilet facilities, situated within the grounds of Enmore Church of England Primary School in Enmore, Somerset. Children have access from the classroom to the school playing fields and also have use of the playground and hall.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is open weekdays during term time only from 8am until 9am and from 3.30pm until 6pm. There is currently one child attending on a part-time basis in the early years age range. There are two members of staff employed to work directly with the children, one of whom holds an early years qualification at level three.

What the setting needs to do to improve further

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

- develop further information sharing with parents to fully support consistency in children's learning.

Inspection judgements

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

Staff plan exciting experiences for the children that relate to current themes, their interests and complement the topics children are learning about at school. For example, staff dress in a combat uniform and support children to develop further understanding of camouflage as they play hide and seek. Staff plan additional activities, such as making a papier-mâché helmet and tasting composite rations. Planning is flexible and staff are good at listening to children's ideas. For example, children decide to extend their time outside or to make modelling dough for the following day's session. This enhances children's self-esteem.

Children thoroughly enjoy cooking activities, such as making rice crispy cakes. Children weigh out the ingredients and mix them together using tools appropriately. Children become aware of safety, such as melting chocolate, and describe what is happening. Children learn good independent skills, such as washing up when they have finished. Staff encourage children to develop these skills further. For example, children thoroughly enjoy exploring the shredded paper making their own cakes. Staff ask questions and encourage them to talk through the process to promote children's communication skills well.

Parents provide staff with information about children's interests and starting points. Staff use this information productively in their initial planning. Staff encourage children to talk about the activities during 'reflection' time to influence future experiences. Staff make regular observations of children's engagement in activities identifying how children learn and how they can be challenged further. Staff regularly share this information with the reception class teacher so that appropriate targets can be set and shared with parents. This actively supports children as they move onto the next steps in their learning and development.

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

Staff provide children with a comfortable environment, which meets their needs well. There is an ample range of toys and resources. Staff effectively position resource boxes so that they are in easy reach for children to make choices for themselves. Children are happy and confident at the club. Staff establish respectful relationships with the children and know them well. There are familiar routines, which help children settle quickly. For example, when entering the classroom children sit at a desk, respond to their name when staff call it and listen to instructions well. Children's behaviour is good and they are well mannered. Staff ensure that children are aware of expectations and boundaries through consistent club rules, such as avoiding the environmental area. Children are actively involved in well-planned activities and staff keep them consistently engaged and busy.

Children develop good understanding of healthy lifestyles. They have a balanced snack and tea, such as satsuma and toast. Children are encouraged to make choices about the topping they would like on their toast and use knives safely. Children remind staff that they need to use the hand sanitiser before eating. Children have regular opportunities to be outside and active. This provides children with good opportunities to play and learn together and to engage in turn taking games. For example, children enjoy chasing games as they throw and retrieve a foam projectile. Staff offer children hot chocolate when they come in from playing outside in the cold to warm up. Drinks are readily available and children pour their own when they are thirsty.

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

Staff have good knowledge of the safeguarding and welfare requirements to promote children's well-being. For example, staff routinely record accidents and share these with parents. Staff provide a safe and secure environment, which is effectively risk assessed. Staff are good at adapting activities to enable children's safety, such as removing equipment if accidents occur until children are able to use them safely. The management team ensure that all staff are suitable for their role. There are comprehensive induction and supervision arrangements to enable all staff to be familiar with policies and procedures, such as practising the emergency evacuation procedure. There are effective procedures in place to enable staff to access relevant training and to improve their knowledge. All staff attend safeguarding training to enable them to have good knowledge

of child protection issues to maintain children's well-being. This ensures that all staff are aware of their responsibility to report any concerns about a child in their care.

Staff have good understanding of the use of technology to safeguard children. Parents provide permission for staff to take photographs. Staff ensure that the tablet is code protected and photographs are stored appropriately. Staff share photographs with some parents at collection to show them what activities their children have enjoyed that day. However, not all parents receive ongoing information about these activities and the weekly themes. This does not fully support consistency in children's learning and development at all times. Written policies and procedures are available to parents on request. Staff maintain good partnerships with the school. There is a good exchange of information with the reception class teacher on a regular basis.

The club use evaluation well to drive improvement. For example, as the club has been open a term they are reviewing what resources they have on site and what they can bring from the other settings. Staff highlight that in order to complement children's interests, they will extend information and technology equipment. Staff work together to improve the provision, such as extending outdoor play in the winter months by providing a boot rack so that children can leave boots at the club. Staff involve children and parents in the evaluation process, such as regular questionnaires about the provision and how practice can be improved.

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	EY466941
Local authority	Somerset
Inspection number	927955
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	20
Number of children on roll	1
Name of provider	Salant Ltd T/A Butterflies Day Nurseries Ltd
Date of previous inspection	not applicable
Telephone number	01278 431868

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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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