

Busy Living After School Team @ Bearbrook

Bearbrook Cp School, Fowler Road, AYLESBURY, Buckinghamshire, HP19 7QP

Inspection date	07/02/2014
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

- Children are very well supported because the manager, the whole staff team and school have built extremely strong links and they work excellently well together. Consequently, these relationships make a very valuable contribution to meeting the needs of the children.
- Children thoroughly enjoy their time at the club and benefit from a wide range of interesting and challenging activities that support their learning needs effectively.
- Children make good progress as staff use effective teaching methods by observing and acknowledging their interests.
- The manager and all staff understand their roles and responsibilities to ensure that children are effectively safeguarded.

It is not yet outstanding because

- Children's learning records are not routinely shared with parents unless they ask to see them. Consequently, some parents have less information to enable them to support their child's learning at home.
- The club does not always offer fruit and vegetables at every snack time to provide more choices and help children learn about the importance of a healthy diet.

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 conducted a joint observation with the manager and talked with the staff and children at various times.
- The inspector held meetings with the registered provider, the area coordinator and manager of the provision. She toured the premises and talked with the head teacher.
- The inspector looked at a sample of children's records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parental survey.

Inspector

Sheila Harrison

Full report

Information about the setting

Busy Living After School Team @ Bearbrook registered in 2013 and is run by Busy Living Limited. It operates from Bearbrook Combined School in Aylesbury in Buckinghamshire. They have access to a classroom, library, kitchen and the school hall. There are secure outdoor play areas. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The club employs three members of child care staff. Of these, all hold appropriate early years qualifications at level 3, including one with a degree in early years studies. The breakfast club is open from 7.40 am to 9 am and the after school club is open 3.15 pm to 6 pm term time only. A holiday club is planned to open from 8 am to 6 pm during some school holidays. There are currently 12 children attending who are in the early years age group. Children attend for a variety of sessions. The club supports a number of bi-lingual children and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- build upon the already good relationships with parents by enhancing opportunities for them to be informed of their children's achievements and progress to help children's learning at home
- extend opportunities for children to eat fruit or vegetables to further opportunities for them to understand need for a variety of healthy food in their diet.

Inspection judgements

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

Staff's thoughtful care and attention help children to make good progress overall. Staff have an accurate assessment of children's prior knowledge and skills. Staff ask parents, on the application form, to detail children's interests and they work extremely closely with the school. Staff and teachers have many opportunities to discuss the individual needs of the children and to make plans that help the children progress. Parents gain valuable information on the activities through the displayed planning sheets, regular newsletters and the informative website. Staff are available to talk to the parents as required and they keep informative records of children's progress. These include examples of the children's work, observations of their achievements, plans of the next steps for their development and delightful photographs of children playing. However, parents do not have access to these informative records unless they ask. This means that occasionally busy parents are

not fully informed of the club's role in supporting their child's development and ideas to broaden children's learning at home.

Staff support and promote children's continued learning and this helps them to consolidate what they know. As a result, staff provide for children's individual needs very well. Staff consistently use effective teaching methods to promote children's learning, such as using open-ended questions and encouraging children to express their thoughts and feelings. Staff are well deployed to identify and build on children's interests. Children are enthusiastically engaged in exploring what happens when water is frozen in rubber gloves. Staff encourage them to feel the textures and to see what happens when they take the ice outside to put in the muddy puddle and then in the sun. This encourages children to speculate on the reasons why things happen and how things work. Staff introduce further resources to inspire children to extend their experiments and to use their imagination to make 'potions and creams'. This encourages children's social interactions.

Staff are helping children's language and communication skills. Children speak confidently to the staff and each other. They add their ideas to the planning of future activities. There is a well organised and comfortable book area that includes some books that represent the home languages of children attending. Staff are readily available to help children to do their homework if they wish. Staff plan interesting activities to celebrate the various cultural festivals of the children and the wider community.

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

Children and parents are made to feel very welcome and are developing a strong bond with the staff. Staff act as the key person for each of the younger and frequent discussions help children settle quickly. The art work made by the children at the club is attractively displayed in the classroom. This makes the club feel like their own and enables them to develop a strong sense of belonging. Staff develop a strong relationship with children's teachers and this helps them move between the club and the school. Staff are vigilant in observing young children and ensure that they are fully involved and making friends. They find the favourite air powered rocket toy and ensure all the pieces are available to ensure children are interested and occupied. Children learn to behave well and play co-operatively. Staff support turn taking during the parachute game, asking for volunteers and helping children waiting their turn. Staff are introducing a 'kindness tree' display when children add 'leaves' as a reward for being kind and help each other. This positive reinforcement of good behaviour helps them to behave well and to begin to think about the feelings of others.

Children exercise vigorously in the school field practising their ball skills. Staff encourage children to be active and energetic as they use the challenging outside climbing equipment. Children play the 'cat and mouse' parachute games with much excitement in the school hall. They learn to move with control and are reminded of the rules. This helps them to be safe without being fearful and to be considerate of others. Children enjoy helping to lay the table and independently fill their own wraps with ham and cheese. Their food preferences are respected and alternatives found if they do not like the choice of

foods on offer, such as toast. They enjoy theme days when they try foods of other cultures to help them try new tastes. Staff provide children with sufficient amounts of nutritious foods at breakfast and for tea. However, on some occasions children are not offered fruit or vegetables and this does not fully help children learn to make healthy choices in relation to food. Staff frequently review the menu to ensure parents' comments and children's preferences are taken into account.

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

Staff safeguard children effectively because the team has a thorough understanding of their responsibilities in meeting the safeguarding and welfare requirements. Staff are fully aware of relevant reporting and recording methods. Robust recruitment and vetting procedures assess staff's suitability to work with children and, therefore, children's welfare is protected. Children's safety is of a high priority. The site is secure and staff closely supervise children at all times. Staff ratios are maintained to protect and meet children's needs. There are secure collection procedures and staff check with parents when someone comes that is not known to the staff. This protects children's safety.

The management monitors the on-going suitability of staff and the services for children effectively. The management team have strong links with the company directors, coordinators and managers from the company's other settings. Parent questionnaires are frequently undertaken and the results are thoroughly reviewed and any actions required are added to the development plan. This helps staff reflect on the service they offer to children and their families and make further improvements. Staff use their qualifications and the training they receive to bring new and exciting activities to the children. For example, they provide more opportunities to develop children's reading skills through offering more resources including signs and labels in the role play area. Staff introduce drama to help children develop their storytelling skills. Staff are provided with training opportunities to keep them up to date with first aid, food hygiene and the Statutory Framework for the Early Years Foundation Stage. As a result, they are equipped to provide for children's learning and well-being.

Staff are aware of the learning and development and assessment requirements in the Early Years Foundation Stage. They work closely with the teachers, parents and other professionals to put in place effective strategies to support children with special educational needs and /or disabilities in order to help children make the best progress they can.

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	EY465973
Local authority	Buckinghamshire
Inspection number	926077
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	24
Number of children on roll	12
Name of provider	Busy Living Limited
Date of previous inspection	not applicable
Telephone number	01296 488331

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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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