

Bosh 8

Broad Oak Primary School, Broad Oak Lane, MANCHESTER, M20 5QB

Inspection date	13/02/2014
Previous inspection date	16/11/2011

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

- Teaching and learning is good. Staff show a high level awareness of how children learn effectively.
- The leadership and management of the club is effective. Management systems are in place which effectively support staff.
- Safeguarding practice is fully understood by staff. As a result, children are well protected and safeguarded in the setting.
- Parent partnerships are strong. This enhances children's learning and facilitates a consistency of care.

It is not yet outstanding because

- There are too few resources supporting some aspects of the areas of learning to allow children to fully maximise their learning and good progress.
- Staff do not consistently share information with the school about children's learning and development, so they cannot use this information in their planning to help build on children's prior learning.

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 activities and children at play throughout the inspection.
- The inspector spoke with children, parents and staff throughout the inspection.
- The inspector looked at documentation to ascertain children's progress and undertook a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the providers self-evaluation and improvement plans.

Inspector

Elisia Lee

Full report

Information about the setting

Bosh 8 out of school club was registered in 2010 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from Broad Oak Primary School, in Manchester. Children have access to the hall and the outdoor playground. The club is owned by Bosh, a limited company who operates other provisions in the area. The club serves children in the local area.

The setting employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and one holds an early years qualification at level 2.

The club operates five days a week, term time only. Sessions are from 3.30pm to 6pm. There are 40 children on roll attending for a variety of sessions, of whom five are in the early years age group.

What the setting needs to do to improve further

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

- provide a wider range of resources that fully support children's learning in all areas so they can continue to build on their good progress

- develop further the links with school so that information about children's progress and achievements is regularly shared and can be used effectively to build on children's prior learning.

Inspection judgements

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

Teaching is good and staff support children's needs well. Staff involve children in planning and plan a range of adult-led and child-initiated activities, which support children's interests. Children are supported by staff using effective questioning. For example, children initiate their own game using counters and staff ask questions which prompt them to think about pattern, shape and number. As a result, children are actively engaged in learning and make good progress. Conversations are meaningful and support children in developing their knowledge. For example, children excitedly enter the group and show staff a wristwatch that they have made during the school day. Staff ask children to identify different numbers and talk about telling the time. As a result, children's communication and language is well supported. Staff show a genuine interest in children's play. They play with children at their level, either by playing football, sitting down at a table to complete a puzzle or sitting with children on the floor. Relationships between staff and children are

nurturing and, as a result, children's learning is enhanced.

Staff have a good understanding of children's likes, dislikes and interests. This means that staff are generally able to recognise children's progress and developmental needs. Development files are in place for all children, which include observations of children, photographs and examples of children's work. Staff have formed strong partnerships with staff from the school. For example, club staff liaise with teaching staff about offering a consistent approach to positive behaviour. As a result, children's care needs are well met and they are well prepared for future stages in their learning. However, planned activities do not consistently complement children's learning in school so children are not always able to build on what they have already learned and achieved. Parents are involved in their child's learning as staff share with them through daily conversation, information on what children enjoy doing, so they can continue these activities at home.

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

Children's emotional well-being is effectively supported in the club. This allows children to build secure relationships with their peers, older children and staff. Older children independently help younger children with tasks. For example, older children show younger ones how to prepare their snack and pour drinks. Children are encouraged to express themselves and freely initiate their own play. For example, children play with assorted construction resources and small world people, assign characters and explore different scenarios. Staff support children's well-being in a positive way. For example, staff talk calmly with children when they become upset after losing at a board game. This shows that children's personal, social and emotional development is well supported.

An effective key person system is in place and staff know children very well. Key persons are allocated based on which member of staff children naturally warm to. Children are settled and confident and exhibit a real sense of ownership of the setting. Children talk about their favourite activities to do while at the group. Behaviour is good. Children listen carefully to staff and respond to instructions. For example, children playing football are reminded to keep the ball low and consider the needs of others. Staff use effective strategies to support behaviour. For example, staff hold up a large picture of a pair of ears when they need children to listen. Staff are positive role models and care for children well. Children's understanding of safety issues is promoted through discussion. For example, staff discuss with children the importance of exiting the building when the fire alarm sounds and not worrying about collecting personal items or putting shoes on. Children's independence skills are promoted well. For example, children serve themselves at snack, use the bathroom by themselves and choose their own resources to initiate play. There are a range of resources available for children to play with. Although children's progress is good, some areas of learning are less well supported as resources are limited. For example, children who want to relax in the cosy corner have only a very limited choice of books to read.

Children learn about healthy lifestyles through daily outdoor play and being provided with a range of healthy snacks. Children are provided with a range of fresh food options during snack time, from which they can choose to make their own snack combinations. These are

healthy, balanced and nutritious. Drinking water is freely available. Children have the opportunity to play team games in the school hall or use the outdoor facilities. Children happily play football, ride on scooters and attempt complex tricks on skateboards. This supports children's physical development as they explore the outdoors.

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

Safeguarding practice and staff understanding is good. Staff are aware of the correct procedures to follow and the agencies to contact should they be concerned about a child's welfare. There is a comprehensive safeguarding policy in place, which supports good practice and ensures the safeguarding and welfare of children. Safeguarding practice is effective. For example, visitors' identification is checked, a visitors' book is used to monitor adults on the premises and parents are asked to sign a register when they have collected their children from the setting. This ensures that the correct ratios are maintained at all times. In addition session registers are undertaken, accidents and the administration of medication are effectively documented and there are regular emergency evacuations. There are good recruitment, vetting and induction procedures in place to ensure that adults caring for children are suitable. For example, staff have to read all policies and procedures during the induction process so that they are aware of what to do in an emergency. Risk assessments and daily safety sweeps are carried out to identify and help minimise risk to children. For example, staff ensure the outdoor area is free from hazards and gates are locked before children go outdoors to play.

Staff have relevant and appropriate early years qualifications and have identified that they would like to attend further training as part of their continued professional development. The manager is currently looking at training options to support this area of provision. Staff are effectively supported by an area manager who makes regular visits to observe staff, share good practice and monitor staff as they work. The manager monitors staff practice through daily discussions, appraisals and staff meetings. In addition, the manager attends network meetings with other managers from BOSH out of school clubs in order to share good practice. Leadership and management are good. The manager monitors teaching and learning through observing staff and providing feedback. There is an effective self-evaluation process in place. For example, staff ask children their ideas when purchasing new resources. In addition, the manager has developed a set of prompt sheets for new staff to ensure a consistent approach within the setting. These documents encourage reflective thinking and ask staff to consider 'what did you enjoy as a child?' Or, 'if children are not interested then change it'.

Partnerships are good and enrich children's learning. There are regular exchanges with staff from the school. As a result, children are well supported both in the setting and as they move classes and prepare for the next stage in their learning. Information is shared about children's likes and dislikes and any messages that teachers would like to be passed onto parents. However, information is not consistently shared about children's learning and development needs, so staff are not always able to build on children's prior learning or achievements at school. There are strong partnerships with the area manager, local authority advisors and outside agencies. Links with parents are strong. Partnerships

develop through a process of gradual entry, liaising with parents on a daily basis and operating an open door policy. This means that staff welcome parents' input, suggestions and queries at any time. Parents are also welcome to send texts through to the designated mobile phone should care be required in the event of an emergency. In addition, there is a website, regular newsletters and designated parents' notice board, which give valuable information on the Early Years Foundation Stage. Parents are complimentary about the setting. For example, they comment 'we are really happy with everything, the children ask to come even when it is not their night, they love it' and 'staff are really good'. These partnerships enhance all aspects of children's learning and help staff to support children's individual needs.

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	EY420386
Local authority	Manchester
Inspection number	951269
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	40
Name of provider	BOSH LIMITED
Date of previous inspection	16/11/2011
Telephone number	07891636434

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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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