

BOSH4 - St. Hilda's OSH Club

St Hilda's C of E Primary School, Warwick Road South, FIRSWOOD, M16 0EX

Inspection date	12/02/2014
Previous inspection date	13/10/2009

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children play in a welcoming environment and access resources independently to initiate their own play.
- There are secure attachments in place. Children are settled and staff have good relationships with the children.
- Effective procedures are in place for the recruitment and supervision of staff. This helps to ensure children's safety.
- Partnerships with parents are supported through daily verbal feedback and regular newsletters. Parents are complimentary about the setting.

It is not yet good because

- Systems for monitoring the assessment of children's learning and development are not fully effective. As a result, activities planned are not always effectively meeting the needs of all the children.
- Partnerships with schools are not embedded, therefore do not fully enable the staff to support and complement the children's learning experiences from their school.
- Resources do not yet offer a breadth of learning opportunities across all areas of learning, which motivate and engage children consistently.

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 at play in the playroom.
- The inspector spoke with children, parents, staff and the local authority advisor throughout the inspection.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.
- The inspector looked at processes of self-evaluation and documentation to evidence that appropriate suitability checks for staff had been undertaken.

Inspector

Elisia Lee

Full report

Information about the setting

BOSH4 St Hilda's Before and After School Club was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from St Hilda's Primary School in Firwood, an area of Trafford. Children have access to the stage area and the school hall. There are secure outdoor play areas in the school. The club is owned by BOSH, a limited company who operate other provisions in the area. The club serves children who attend the primary school and St Teresa's Primary School in the local area.

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

The club operates before school from 7.45am until 8.50am and after school from 3.15pm until 6pm, Monday to Friday, term time only. Children attend for a variety of sessions. There are currently 18 children on roll attending for a variety of sessions, of whom two are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop systems which effectively assess the children's learning and development to enable staff to plan challenging educational programmes that complement children's learning in settings in which they spend most time, follow their interests and meet their needs
- establish effective links with schools to discuss and share information regarding the children's learning and development to ensure the setting is supporting and complementing the children's learning experiences from school.

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

- enhance resources to cover all areas of learning and provide good quality learning experiences to engage children in play.

Inspection judgements

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

Children in general, enjoy attending the out of school club where they engage with their peers and take part in an appropriate mix of adult-led and child-initiated activities. Staff supervise children and engage them in a range of play experiences. For example, children make three-dimensional roses to celebrate Valentine's day and use creative materials to make collages. As a result, children make some progress in their learning as they gain skills which will support them in their future development. Staff have a satisfactory understanding of how to support children's development and help them to build skills in order to help support their future learning. The setting liaises with parents prior to children starting to ascertain their likes, dislikes and interests. This allows planning to be based on children's natural interests. However, the systems for gathering information from the children's school, regarding the educational programmes and school assessments are weak. As a result, the setting does not always plan activities which complement the school curriculum and support the children's age and stage of learning. This means that children can sometimes become quite listless and disengaged.

Some observations are undertaken of children but these are care based and document which activities children have accessed. Consequently, the systems for assessing the children's learning and development are not yet fully established. Staff support the children's learning through different activities. For example, as children decorate cup cakes with coloured icing, staff initiate discussion on colour, shape and pattern. Staff also support children with practical skills. For example, staff show children how to use scissors effectively, fold paper and use a glue stick.

Reading skills are encouraged as staff ask children about the characters in the books they are reading and pose questions, such as 'what do you think will happen next?'. This supports children understanding that the written word has meaning. Staff generally interact with children well during activities by talking with them and asking them questions. Parents are greeted by staff as they arrive to collect their children. Staff share information about the activities children have been undertaking and pass on any information from school staff. This supports a continuity of care.

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

Children are settled and confident in the environment. Children's emotional well-being is supported appropriately by staff. For example, as children enter the setting, staff ask about their day and how they are feeling. The atmosphere is relaxed and children develop positive relationships with staff as they feel safe. There is a suitable keyperson system in place. A gradual settling-in period is used for children who are new to the club to enable them to build relationships. Children are encouraged to be independent and make choices; this boosts their self-esteem and confidence. For example, children choose resources, prepare for snack and help to tidy up at the end of the session.

Staff help children to understand about safety. For example, staff discuss using the stairs appropriately, not swinging on chairs and accessing the outdoors. In general, children behave well. They listen to staff and follow their requests. Staff identify a 'star of the week' and children have the opportunity to receive a certificate to take home. This builds children's self-esteem and confidence. However, as resources do not yet offer a wide

range of learning opportunities, children can become a little disinterested at times.

Children are developing an understanding of healthy lifestyles through partaking in daily healthy snacks and regular outdoor play. The views of children are incorporated into menu ideas and there are healthy choices available at each snack time. Staff purchase organic food and offer options, such as fresh fruit, brown bread, crackers and hummus. Children enjoy the snack time and self-select from the menu choices on offer. Children sit together and discuss their day with their peers. Children develop their physical skills through using the outdoor area of the onsite school. Here, children can access a 'trim trail' which supports children's balancing and climbing skills. In extremely poor weather children access the school hall where they take part in team games. This helps develop children's personal, social and emotional development, as well as their physical skills.

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

Leadership and management is satisfactory. Following a recent visit by Ofsted the registered person received an initial warning letter as it was established that the registered person was providing childcare on premises that were not registered and so committing an offence. The provider is now operating from registered premises. Staff have a sound understanding of safeguarding procedures and are aware of the appropriate authorities to contact should they have a safeguarding concern. There are procedures in place to support effective recruitment of staff. For example, staff undertake an induction procedure, references are gained and management ensure that recruitment and vetting systems are in place to ascertain staff suitability to care for children. The setting has the benefit of an area manager who visits regularly to monitor staff practice. Staff supervisions are undertaken directly by the directors of the company. Staff refresh their knowledge through training and sharing practice with staff from other groups at BOSH network meetings. Risk assessments and daily safety sweeps are in place, which identify and address any areas that may need developing in order to minimise risk to children. In addition, records, such as daily registers, accidents, medication and regular emergency evacuations are maintained. Ratios of appropriately qualified adults-to-children are maintained and suitable arrangements are in place to provide staff cover if necessary.

There is a new manager in post who monitors teaching and learning through observing staff as they support children and ensuring that activities are age-appropriate. The manager is conscious of developing children's skills through play in order to support children in school. The manager undertakes self-evaluative practice through support from the area manager and the local authority advisors. The manager has identified areas that she would like to develop further, such as introducing sand and water play, developing a planning book, gaining the views of parents and developing outdoor resources. The manager is currently working through a welfare requirement audit with the support of the local authority advisor. However, systems to monitor early years children's learning are not well established. As a result, activities are not always planned to meet the needs of all the children.

Partnerships with parents are developed and parents are happy about the service the club

provides. For example, they comment 'I'm happy with everything, staff are very nice'. Parents receive information through daily verbal feedback, regular newsletters and a website. However, partnerships with the on-site school do not yet facilitate the exchange of information regarding children's learning and development, in order for staff to complement children's learning experiences from school.

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	EY390159
Local authority	Trafford
Inspection number	951252
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	18
Name of provider	BOSH LIMITED
Date of previous inspection	13/10/2009
Telephone number	07824636435

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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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