

# Schools Out @ Bricknell

Bricknell Primary School, Bricknell Avenue, HULL, HU5 4ET

## Inspection date

Previous inspection date

14/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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

2

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

- The staff plan activities to teach the children new skills. This helps the children progress in their learning and development.
- The manager ensures that all staff know how to safeguard children. There are a range of policies and procedures that are understood by every member of staff.
- Parents are very happy with the club and praise the level of care that the staff provide for their children. This promotes strong partnerships between home and the club.
- The children behave well and have good relationships with staff and other children. This supports the children's emotional well-being and helps them to feel safe and secure.

### It is not yet good because

- Arrangements for supervisions of staff does not yet sufficiently focus on training and mentoring for them to improve their skills.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector looked at the children's records of their progress over time.
- The inspector spoke to parents to gain their views on the club.
- The inspector looked at staff records to collect evidence on recruitment processes and staff supervision arrangements.
- The inspector spoke to the children to gain their views and observed them playing in the club.

## Inspector

Rose Tanser

## Full report

### Information about the setting

Schools Out @ Bricknell was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in its own secure rooms within the children's centre which adjoins Bricknell Primary School in Hull. It is privately owned and managed, serves the local area and is accessible to all children. It operates from two adjoining playrooms and children also access the school hall and the school grounds for outdoor play.

The club employs four members of childcare staff, plus the owner who acts as the manager. There is also a volunteer who regularly supports the children attending the club. Of these, the manager and two members of staff hold appropriate early years qualifications at level 3. The club opens weekdays during term time from 3pm to 5.45pm and during school holidays it operates from 8am to 5.45pm. The club closes all bank holidays, two weeks at Christmas and the last two weeks of the school summer holidays. Children attend for a variety of sessions.

### What the setting needs to do to improve further

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

- ensure that regular supervisions focus on identifying support for all staff, through training and mentoring, to foster teamwork and continuous improvement for the club.

### Inspection judgements

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

The children enjoy a broad range of experiences during their time at the club. Every week there are interesting, planned activities for all the children, such as baking and making models with recycled materials. The member of staff with responsibility for the younger children observes them while they are playing and interacting with other children. She assesses what they know and can do independently to ensure that the activities offered will support their progress to the early learning goals. This allows the children to be ready for their next stages of learning in school. When the younger children start to attend the club, parents are asked to share information on their children's development. This promotes good partnerships with parents and gives a more accurate picture of their children's achievements. This also means that any gaps in their learning can be identified and appropriate plans put in place so children have the skills to make progress. However, staff supervisions do not yet focus on monitoring all children's progress to ensure that any issues are identified and possible solutions are swiftly implemented.

The staff plan a range of activities to help the children acquire new skills. The children learn about weaving during a planned activity, as the member of staff teaches them how to weave strips of paper. Parents know what the children are learning through weekly plans displayed in the club. They also have access to written records of their children's learning. The key person for the younger children completes the records which show the progress children make over time. These are also shared with the school to ensure the children's needs are met effectively.

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

There is a well established key person system for the younger children, which effectively supports their emotional well-being. The key person collects the children from their class at the end of the day. This transition from the school to the club is managed effectively and the children are supervised at all times to ensure they are kept safe. The school share important information about the children. This means that the key person can support the children's emotional well-being appropriately. The parents know that the key person system is in place to help their children feel safe and secure. Parents praise the club for the level of care that the staff provide for their children.

The children arrive at the club and are all greeted by the staff. This friendly welcome makes the children feel valued and promotes their well-being. The children all understand the routines that are in place to ensure the club is run effectively. The club session starts with the children washing their hands before choosing from a range of healthy snacks that are attractively presented. A member of staff talks to the children about the choices available, helping them to develop an understanding of healthy foods. The children and staff sit together at snack time and this creates a calm and relaxing start to the session after a busy day at school. The children pour their own drinks and take responsibility for clearing away at the end of snack time. The staff support the children to make choices by telling them what activities have been planned for the session. The club room is stimulating and the resources are organised for the children to access independently allowing them to make their own choices during the session. The children enjoy time following their interests, as well as participating in activities led by the staff. The children play well together and their behaviour shows that they feel safe in the club.

The children have daily opportunities to play outside in the school playground where they can enjoy physical exercise. The staff join in with their games, such as football, and talk about how exercise is part of a healthy lifestyle. They gain an understanding of taking risks as they climb and swing on outdoor equipment. The staff ensure that the children are kept safe and healthy. They act as good role models so that the children are reminded how to behave with each other. This promotes good relationships across the club. One staff member shares ideas from training to support children's behaviour to ensure that there is a consistent approach by all staff. This consistency also supports children's well-being.

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

Following a recent visit by Ofsted the club received a notice to improve that asked the club to implement robust recruitment and vetting procedures and effective arrangements for the supervision of staff. The manager has swiftly addressed the action raised by Ofsted and follows the safe recruitment guidance to ensure that all new staff are suitable to work with children and their families. However, the arrangements for staff supervisions are not yet fully effective so an action has been raised. The manager takes responsibility for ensuring the safety of children attending the club. She has completed safeguarding training and ensures that all staff fully understand the policies and procedures that are in place to keep children safe and healthy. Robust recruitment procedures are now in place and this means that new staff are suitable to work with children and their families. The manager holds supervision meetings with members of staff to discuss and reflect upon their roles. However, this is not yet robust enough to fully support continuous improvement through the training and mentoring of staff.

Members of staff take responsibility for ensuring the safety of children with thorough risk assessments. These are regularly reviewed to ensure they continue to keep children safe. The manager uses self-evaluation to identify improvements in the club by observing the children and talking to staff. For example, there are now more opportunities for children to write, developing their literacy skills. Parents are asked for their views on the club through questionnaires. The manager uses this information to further plan improvements in the club. This promotes strong partnerships with parents. Children are asked to give their ideas on what they want in the club. As a result, there are now regular opportunities for the children to bake, as many children wish to participate in cooking activities. There are good partnerships with the school and this contributes to meeting children's needs. The club is also supported by the local authority to further improve.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY469952
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	958994
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	105
<b>Name of provider</b>	Zoe Ann Storr
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07970603223

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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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