

# South Street Out Of School Club

South Street Primary School, South Street, BRISTOL, BS3 3AU

## Inspection date

08/05/2014

Previous inspection date

04/11/2013

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

4

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 are happy and enjoy coming to the club. They rapidly grow in self-assurance because of strong relationships with staff.
- Staff provide a flexible out-of-school service that is helpful to parents, who contribute significantly to the staff's knowledge of children's individual needs.
- Staff work as a team and employ helpful and encouraging ways to support children of mixed ages and temperaments to contribute to the life of the club.

### It is not yet good because

- Staff do not use observation and assessment consistently to plan for children's next steps in learning.
- Staff do not effectively monitor the progress of groups of children to enhance the provision for children's learning and development.
- Systems for self-evaluation do not focus strongly on the views of staff, parents and children to improve the outcomes for children.

## **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 in the play room.
- The inspector undertook a joint observation with a staff member in the play room.
- The inspector had discussions with the joint owners, one of whom is the manager, and talked with staff, children and parents.
- The inspector sampled a range of documentation, including observation and planning sheets, safeguarding procedures and policies.

**Inspector**  
Angela Cole

## Full report

### Information about the setting

South Street Out of School Club registered in 2008 and is run by a private partnership. It operates from a playroom at South Street School in Bedminster, Bristol and children have access to the school hall and outside play areas. The club opens each weekday from 3.30pm to 6pm in term times and on weekdays in school holidays from 8am to 6pm. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It provides care for children aged from three to 15 years. There are 11 children on roll in the early years age range. The club currently supports children with special educational needs and/or disabilities and children learning English as an additional language. Staff at the after school club collect children from South Street School and Holy Cross School in Bedminster. There are three members of staff, including the co-providers, who have recognised qualifications. Operational links are in place with the school and children's centre on the same site.

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

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

- consolidate the use of observation and assessment to ensure that all staff use the information gained to plan effectively for children's next steps in learning
- develop the monitoring of groups of children to support staff in improving children's progress
- review and extend the self-evaluation process to make robust use of the views of staff, parents and children to ensure that the quality of provision continues to improve.

### Inspection judgements

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

Children benefit from the staff's enthusiasm and dedication to their care. Staff provide a range of toys and equipment that children enjoy playing with. This approach enables children to participate in activities that promote their development appropriately across all areas of learning. Staff are gaining an understanding of the learning and development requirements of the Early Years Foundation Stage. They gather knowledge about children before they start from parents and teachers and by talking with children. Staff use this information confidently to encourage children's settling and engagement in club activities.

Staff know to focus the organising of routines and their planning on children's individual needs to extend their learning. Key persons are aware of children's favourite activities and observe how children are developing their play. They are adopting a systematic approach to observing and assessing children's development, although key persons are not consistently identifying children's next steps in their learning. As a result, staff are not able to encourage children to develop robustly. Parents enjoy watching their children at play and appreciate hearing about the many activities enjoyed. They commend the varied crafts, which children may continue at home, including the making of presents such as decorated plates for Mothering Sunday.

Staff often sit and join in with the play, sometimes challenging children as they enjoy activities individually and as groups. Adults engage children, including those learning English as an additional language, in conversation to extend their vocabulary and teach them to use new words. Staff respond to children's interest in writing and numbers, encouraging them to copy stories from books and playing counting games when they wish. These activities complement learning in school, where children spend more time.

Children work on their physical skills as they draw neatly and build with coloured blocks. Staff develop children's ability to express their ideas and use their imagination, for example as children build matching 'monkeys' and act out stories using the models. Staff encourage children to concentrate and persevere at their chosen play. Consequently, children receive appropriate support to make progress in their learning and development to be ready for the next stage in their education.

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

Staff's caring, friendly practice suitably supports children's physical and emotional well-being. The key persons form appropriate bonds and emotional attachments with children attending out of school. These relationships enable children to settle so they enjoy their time at the club and begin to gain confidence to initiate activities with other children.

Staff manage children's behaviour supportively. They teach children to listen to instructions and be attentive. They use positive strategies successfully to help children to make choices and play co-operatively together. Children are able to access resources by themselves as staff place many items in labelled storage that they can reach. Children are encouraged to ask for equipment that is stored at a higher level. The club provides a suitable range of resources for indoor and outdoor play. Children concentrate on their chosen activities and this helps them to prepare emotionally for their next stage in their education.

Staff suitably support children to feel safe, learn about risk and appreciate healthy lifestyles. Children are now used to their familiar 'base' room so that they feel safe. They know to ask before they go to the cloakroom. Children begin to think about safety and taking risks when learning to use tools correctly, such as scissors. They learn how to handle small items safely, including tiny beads. They learn about road safety on outings and how to use public transport safely during holiday club trips, for example to the

seaside.

Staff support children to begin to develop an understanding of the importance of a healthy diet and physical exercise. Children know to wash before benefiting from a choice of pre-prepared, healthy, snack foods, including fruits. They enjoy treats, such as pizza, and may always fill up on healthy cereals. They play actively in the hall and often choose to play outdoors in the playground that is adjacent to the playroom. They enjoy going to the playing field across the road and play with challenging physical equipment.

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

This inspection took place following the previous inadequate inspection and two monitoring visits. The provider has satisfactorily responded to the notice to improve and welfare notices given. This inspection has found that the provider is suitably aware of their responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The provider meets qualified staff ratios at all times and considers how the staff who cover emergencies are suitable qualified. The provider maintains records so that these are available for inspection. The management has also reviewed the documentation relating to the administration of medication to ensure that all required records are maintained. Information about how to contact Ofsted is made available to parents. The behaviour management policy has been reviewed and amended to identify the designated person and to reflect the strategies used at the club. The policy is clear about the circumstances in which physical intervention can be used and about the use of time out. The policy for equality of opportunity includes the name of the special educational needs coordinator. The provider has obtained further guidance in this area to ensure children with special educational needs and/or disabilities receive effective support.

Permanent staff have completed safeguarding training and the designated person plans to attend additional, specific training for this role. Staff demonstrate an awareness of the process to follow should they have safeguarding concerns about a child. The provider ensures that cover staff read and understand the safeguarding policy when they start. The provider has reviewed and amended the risk assessment so that this details all potential risks with identified measures to manage the risk. For example, staff monitor the school gate when children are outside to ensure they do not leave the playground. The risk assessment is discussed with new staff and the provider plans to review the risk assessment every six months. Staff demonstrate a working knowledge of the risk assessment and their responsibilities in this regard. The provider has initiated vetting processes for permanent staff and has strategies in place to ensure that unvetted staff are supervised at all times. Management has begun to record information about permanent and cover staff, including their personal details, qualifications and the identity checks and vetting processes that have been completed. The provider has formalised the club's recruitment policy into writing so that it clearly shows the process for staff employment, induction and appraisal. The provider is now actively planning for the professional development of all staff.

The provider is adequately aware of the responsibilities in meeting the learning and development requirements, with a suitable understanding of how to ensure that people looking after children are suitable to fulfil the requirements of their roles. The nominated person has received documentation and training from other settings on site in delivering the learning and development requirements of the Early Years Foundation Stage. She has adopted a system of observational assessment which she is sharing with other staff to develop their skills and knowledge of the Early Years Foundation Stage to support children's learning and development. However, the systems to monitor how staff deliver the educational programmes are not effectively developed for groups of children, such as girls and boys. Staff are aware of which children present are in the early years and a key person system had been implemented for these children and discussed with parents. The provider fosters suitable partnership working with the two schools that children attend. Staff speak with the children's teachers daily and often carry messages to parents. The provider has attended a meeting with the early years lead at the school on site to plan to meet children's individual needs. There are activities and resources on offer across all the areas of learning. Staff work closely with the school staff in terms of meeting children's individual needs. For example, following consultation, they are working with children to support them in developing literacy skills. The school has arranged regular meetings to discuss children with additional needs so that the children receive appropriate support.

Most partnerships of staff with parents and/or carers are supportive for the children. Parents receive detailed information about their child's day, such as what activities they have taken part in. Family members are able to speak with the key person at any time and share regular information through conversations, for example about adults helping the club. Many parents speak positively about the club and families have had several children attending over the years. The club staff have started to evaluate their practice. They value the input of outside advisors and have worked hard to implement their advice. However, the provider has not yet built up robust systems to evaluate the club's provision. The provider is not yet focusing strongly on the views of staff, parents and children to improve the provision for children's achievements and development. Staff discuss each session in general and have identified some areas for improvement. These include further revision of written policies and of the room layout and training for the special educational needs and/or disabilities coordinator. Overall, this reflection demonstrates a satisfactory capacity for continuous improvement.

### 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

<b>Unique reference number</b>	EY368406
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	963309
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	22
<b>Number of children on roll</b>	11
<b>Name of provider</b>	South Street Out Of School Club Partnership
<b>Date of previous inspection</b>	04/11/2013
<b>Telephone number</b>	07902 591 376

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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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