

Brooklyn Play Club

Downhall Primary School, Brooklyn Drive, RAYLEIGH, SS6 9LW

Inspection date

Previous inspection date

16/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 is effective because children enjoy a wide variety of fun and stimulating activities, both indoors and outdoors. As a result, they make good progress in their learning and development.
- Children develop close emotional attachments to the staff. They are happy, settled and confidently seek staff out for a chat and support with activities.
- Children are well-behaved because staff are good role models. They use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour.
- Staff have established very strong partnerships with the host school, which ensures that children receive consistency and continuity of care and learning.
- Staff are vigilant and ensure children play in a safe environment. They help children to understand the importance of assessing risks so they learn to keep themselves safe.

It is not yet outstanding because

- The opportunities for children to think critically and use expressive language are not always fully embraced.
- There is scope to enhance the written information available to parents by ensuring that policies and procedures are continually reviewed and updated to reflect current practice.

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 indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff, children and an early years teacher from the host school.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff, reflective practice, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from responses to questionnaires obtained by the club.

Inspector

Patricia Champion

Full report

Information about the setting

Brooklyn Play Club was registered in 2013. It is one of three settings run and managed by Emmpire Limited. The club operates from Downhall Primary School in Rayleigh, Essex. The club serves the host school and other primary schools in the locality. It opens Monday to Friday during school term times. Sessions are from 7.30am until 9am and from 3pm until 6pm. Children are cared for in four classrooms and have access to the school playgrounds and playing fields for outdoor play. There are currently 65 children on roll, of these eight children are within the early years age group. There are currently five staff working directly with the children, all of whom have an appropriate early years qualifications. Of these, three staff hold early years qualifications at level 3 and one member of staff holds a qualification at level 2. The manager holds Early Years Professional Status. The club receives support from the local authority. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- strengthen children's learning by ensuring staff consistently use high quality interactions to encourage and develop children's critical thinking and expressive language skills

- enhance the information available to parents, for example, by reviewing policies and procedures more regularly to reflect current practice and ensure any changes are shared with the staff team.

Inspection judgements

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

Children enjoy a very interesting range of activities linked to themes, cultural festivals and changing seasons. Space and resources are used thoughtfully to give children interesting and fun projects and tasks. The play areas are set up with age-appropriate, good quality resources to allow children to initiate their own play and take decisions in their learning. Planning is flexible, responding to the children's ideas, with staff organising additional focussed experiences. These include various art and craft activities, imaginative, physical play and sensory experiences. Resources are regularly rotated to provide added interest and stimulation. Children learn about the wider world as they play with toys, books and resources that reflect positive images of culture, gender and ethnicity. They feel included and know that their efforts are valued when their artwork is attractively displayed in the setting. The staff have secure links with the host school. They ensure that experiences complement learning in the classrooms, where children spend more time. This means that

children make good progress their learning and development.

Staff plan as a team to meet the needs of the children and evaluate to ensure children are gaining the most from the activities. This helps children develop the skills they need for the future as they move up through the school community. A good range of fiction and non-fiction books is accessible and activities are linked to favourite stories. Children confidently use the computer and educational software to help them develop their technology skills. They practise their writing skills by sending messages. The staff help them link sounds to letters so they can form words correctly. Fun games, such as throwing wet sponges into numbered circles, help them consolidate their knowledge of mathematics. The staff are very enthusiastic, sensitive and caring and are interested in what the children do or say. Interaction is lively and open questions are usually used effectively to elicit thoughtful answers from the children. However, on occasions, the staff are not making the most of their interactions and taking every opportunity to promote children's critical thinking and expressive language skills.

Staff know the children well. They observe them during activities and make assessments of children's abilities to ensure they are working within the expected development bands for their age. Individual records are kept for each child and these include pieces of work, observations and photographs. Children's progress is also reviewed on a regular basis in partnership with the school. Parents are encouraged to be partners in learning and to share comments about children's achievements at home. Staff ensure that parents are kept fully informed about their child's activities, how they are developing and enjoying their time at the out of school club. Daily discussions take place when children are collected and this means that their successful achievements can be celebrated.

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

Children are happy and build warm bonds with the staff and each other. The staff are particularly sensitive to children's needs when they first join the club and take time to get to know them as individuals. The key persons gather initial information about the children's interests and enthusiasms so that activities that motivate them are planned, right from the start. As a result, children settle quickly and become increasingly confident in their new environment. Staff work closely with the teachers to share information about each child's progress and ensure that this is used to support further progression. The staff also share and pass on messages to and from school teaching staff and parents in relation children's individual care needs. This means that everyone involved with each child has a complete all-round knowledge of their personal, social and emotional development.

Children develop a strong sense of belonging as the staff adopt a relaxed, inclusive and supportive approach. Behaviour is good and children play harmoniously together. This is because staff support their understanding of turn taking during games, or when sharing resources. Older children show a mature attitude as they support those who are younger and less confident and, as a result, children of all ages establish positive relationships and friendships within the club. The staff effectively support children's understanding of how to keep safe. Children are fully aware of the layout of the school and can confidently explain what to do in an emergency, as they regularly practise the evacuation procedures.

Children successfully learn to adopt healthy lifestyles. Good personal hygiene is an integral part of the children's daily routine as they confidently wash their hands before eating, with little need for prompting from the staff. Children benefit from nutritious breakfasts and snacks. Staff have also started offering cooked evening meals. This means that children are offered a varied and balanced diet. Children also engage in cookery and food preparation activities. For example, children recently went on an outing to a supermarket where they took part in a workshop to learn how to prepare nutritious food. Staff fully respect children's choices and decisions as they play and are mindful of the need to offer children time to relax outside of the school day. For example, children have opportunities to make use of cosy areas with comfortable furniture where they can rest or play quietly. Children who choose to be active are also well supported as they have daily opportunities to play outside in the fresh air. They actively exercise and expend their energy as they run around freely in the playground and or on the playing fields. The club offers a variety of outdoor equipment so that children can develop their coordination and physical skills.

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

The management and staff have a good understanding of the requirements of the Early Years Foundation Stage. Everyone is confident in their ability to protect children from harm. There are very good procedures in place to ensure the children's safety, as staff undertake frequent and thorough risk assessments of the premises or any outings. The effective deployment of staff ensures they are involved in children's activities and maintain effective supervision, both indoors and outside. The club has robust vetting procedures to ensure anyone working with the children is safe to do so. Required information about staff checks is kept on site to demonstrate appropriate checks have been completed. The staff attend safeguarding training and they are all well informed about child protection procedures, which promotes children's safety and welfare. They also hold current first aid certificates so any accidents are dealt with effectively. All the essential regulatory documentation that promotes children's safety and welfare is in place. However, there is potential for misunderstandings due to the children's care not being in line with parents' expectations. This is because some of the written policies and procedures that are shared with parents have not been updated to reflect current practice, following the re-registration of the club in 2013.

The management and staff continually reflect on their practice to appraise their work and the environment. Although a full self-evaluation has not yet been completed, the reflective diary is used effectively to focus on improvements that have the most impact on children's enjoyment and well-being. The staff's performance is frequently monitored through appraisals and supervision meetings to ensure that any training needs are promptly identified. Activities are routinely evaluated and the children's progress is carefully monitored to ensure that there are no gaps in learning and experiences are linked to their learning priorities. The staff consult children about many aspects of the provision to ensure that experiences are tailored to their interests and needs. In addition, the views of parents are sought through surveys or questionnaires, to strengthen improvement and to ensure the self-evaluation reflects what they say.

Staff have established a friendly working relationship with the parents, carers and their families. Information is shared on a regular basis about activities and future events through noticeboards, newsletters and emails. Parents spoken to are very positive in their comments and say they really value the service the club offers. They say they are very pleased that their children are happy and are impressed by efforts of the staff team when settling the youngest children when they join the club. The close links with the school teaching staff are strength of the club and enables staff to support children's after school learning and complement the education they receive in the classroom.

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	EY471845
Local authority	Essex
Inspection number	945966
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	65
Name of provider	Emmpire Ltd
Date of previous inspection	not applicable
Telephone number	07584 071847

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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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