

Barney's Club

The Reading Rooms, Fox Street, Great Gransden, SANDY, Bedfordshire, SG19 3AA

Inspection date	02/06/2014
Previous inspection date	02/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Staff provide a broad range of activities, both indoors and outdoors, for children to enjoy. As a result, children are enthusiastic about spending time at the club.
- Children have access to outdoor play in the large, well-maintained garden. This means they enjoy the benefits of exercise and fresh air on a daily basis.
- Partnership with parents is effective with regular sharing of information regarding children's well-being and progress. This ensures that children's needs are met.
- The manager and staff implement clear procedures to safeguard children. As a result, children's safety and welfare are promoted well.

It is not yet outstanding because

- There is scope to extend further the use of the already good appraisal and supervision system to give staff the opportunity to reflect on their strengths and areas for development and to identify training needs.
- Staff do not make consistent use of open-ended questions to extend children's learning and encourage them to think for themselves.

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 areas.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector spoke to staff throughout the inspection as necessary.
- The inspector looked at children's assessment records, planning and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the manager's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Anne Bell

Full report

Information about the setting

Barney's Club was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the Reading Rooms in Great Gransden, Bedfordshire. The setting is managed by a committee and serves the local area and school. It is accessible to all children. There is an enclosed area for outdoor play. The club opens Monday to Thursday during school term times. Sessions are from 3.15pm to 6pm. Children attend for a variety of sessions. There are currently 50 children attending, of whom three are in the early years age group. The after school club also operates a holiday club from 8.30am to 5.30pm. The club employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above.

What the setting needs to do to improve further

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

- extend the use of the already good appraisal and supervision system to give staff the opportunity to reflect on their strengths and areas for development and to identify training needs
- make more consistent use of open-ended questions to extend children's learning and encourage them to think for themselves.

Inspection judgements

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

Staff provide a broad range of activities, both indoors and outdoors, for children to enjoy at the after school club. Children of different ages socialise and play together happily. Staff follow children's interests well, as children make their own choices about activities. This means that children have a fun, relaxed time at the club. Staff also provide more structured activities for children to choose. Staff take account of children's interests during the session and then plan further activities that will extend and build upon these interests. As a result, children engage enthusiastically in activities that are relevant to them. Staff who work directly with younger children carry out regular observations to monitor children's achievements across the areas of learning. Staff and children chat companionably to each other as children play. However, there is scope for staff to make more consistent use of open-ended questions to extend children's ideas and to encourage them to think for themselves. Children have opportunities to try activities for themselves and to use their imaginations. For example, they put masks on and dress up, adapting their creations with additional fabrics and tape. There is a large, well-kept garden for children to use. Children look after the outdoor environment by watering the plants and

also have many opportunities to extend their physical skills by moving about freely, riding bicycles, bouncing on the trampoline and climbing through tunnels.

The spacious indoor and outdoor areas are attractively laid out with a range of age-appropriate resources that cover the areas of learning. Children freely choose from drawing, writing materials and craft materials that support their creativity and early literacy skills. They develop their understanding of technology by using the laptop and the tablet computer. Children enthusiastically explore their environment and engage confidently with staff and each other. Children use the art area to colour in and make ties for Father's Day. They use their imaginations to choose colours and materials to decorate the ties and use the small muscles in their fingers to apply glue, feathers and sparkles to their work. There are good displays to celebrate children's birthdays and to give parents and children information about the club's activities and routines. Labelling on notices and displays is in several scripts, some of which have been provided by the children's parents. This teaches children about valuing different cultures as well as celebrating the cultural backgrounds of the children and their families. There are good routines in place to support the smooth running of the club. When children first arrive, they have time together to discuss any issues and for staff to communicate instructions. There are clear indications from staff when snack is available and when it is time to tidy away resources. These routines ensure that children know what to expect, thereby developing confidence and a sense of security.

Staff promote good relationships with parents and make themselves available at times to suit parents, so that there can be regular discussions about children's progress. Displays keep parents informed as to daily activities and how to support learning at home.

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

Children arrive enthusiastically to the after school club. They are happy and animated and clearly enjoy their time at the club. They gather together on the carpet at the start of the session, so that staff can let them know any issues regarding the safe use of equipment or a change in routine. This teaches children to be attentive and listen to instructions. Staff are warm and kind towards the children. This promotes their well-being and sense of security. Staff know the children well and chat to them about their recent holidays and their day at school, thereby valuing the children as individuals and promoting their self-esteem. Children are very well behaved as they play harmoniously in a calm, but fun environment. They listen to staff and each other as they cooperate together to share resources and take turns with equipment. The resources and activities available are appropriate for children who need a relaxing, yet interesting time after school. This includes lots of opportunities to play outdoors and to be imaginative and creative by dressing up and engaging in role play.

Staff promote children's understanding of healthy eating through the 'Barney's Club Cafe', which provides a range of healthy snacks for children to have. Staff teach children about the importance of having regular portions of fruit and vegetables. Children show good awareness of hygiene practices as they wash their hands before their snack. Staff

encourage children to enjoy fresh air and exercise each day as they make use of the spacious outdoor area, including bouncing on the trampoline, making dens and playing games with the parachute. Children learn about safety and risk taking as staff encourage them to carry out their own risk assessments, such as how and where to play safely outside when there is scaffolding nearby.

Children develop the self-help skills that they also need at school. They serve themselves at snack time, using knives to spread their sandwiches and then clearing away afterwards. They pour their own drinks and confidently ask for help, if needed. Staff take great care with children with special dietary needs, to ensure that their health is promoted and that they do not eat anything that would be harmful. The qualities of confidence and self-esteem that children develop while at the after school club, along with their growing independence, means that they are prepared well for school.

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

Safeguarding procedures are robust. Staff have attended relevant training and are knowledgeable about the issues that would cause them concern with regard to a child's safety and welfare. The manager and her staff understand clearly the appropriate steps to take to pass on information in the event of a concern. There is a comprehensive safeguarding policy in place that is reviewed annually and details how children's welfare and safety are promoted within the club. This includes the safeguards that are in place regarding the use of mobile phones. The club's social media policy gives clear guidance to staff, thereby protecting children and their parents and ensuring their privacy. There is a written file of recruitment procedures, which outlines very good practice and includes checks to ensure that all adults working in the club are suitable and qualified to do so. Since the previous inspection by Ofsted, when the club received a number of actions to improve and one subsequent monitoring visit, the manager has implemented changes in staffing that ensure that legal ratios of qualified staff are maintained at all times. In addition, a deputy manager has been appointed, who can take charge of the club in the absence of the manager. As a result, children's welfare and safety are assured. Children play in a safe, secure environment, where they are well supervised at all times. Daily routines and snack menus are displayed for parents and children to see and there is a good range of information and policies readily available for parents to access. The manager has in place a range of policies and procedures with regard to children's health and safety. These policies are reviewed annually and are made available for parents.

The manager monitors the children's activities and ensures that they are enjoyable and appropriate for children at the end of their school day. There is an induction programme in place for new staff, where a mentor is assigned to support with issues, such as the club's routines, safeguarding practice and code of conduct. This ensures that there is consistency of practice from all staff. The setting has addressed the recommendation from the previous inspection by ensuring that staff now receive annual appraisals and regular supervision. This has increased staff's motivation and has improved staff's understanding

of their practice and their routines. However, there is scope to further extend the use of appraisal and supervision to give staff the opportunity to reflect on their strengths and areas for development and to identify training needs. All actions from the previous inspection have been thoroughly addressed. The manager and the management committee have welcomed the support of the Local Authority Adviser and have incorporated this advice to improve their practice and self-evaluation procedures.

There are strong relationships with parents. Parents spoken to on the day of inspection are highly appreciative of the quality of care provided by the manager and her staff. Parents are encouraged to give regular feedback, which is then incorporated into the club's self-evaluation plans. Parents are invited to support the club by volunteering to help with activities and by taking part in the management committee. There are effective partnerships in place with the neighbouring school, which ensures that information is shared between the two settings.

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	259707
Local authority	Cambridgeshire
Inspection number	963109
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	50
Name of provider	Barnabas Oley Out Of School Club Committee
Date of previous inspection	02/12/2013
Telephone number	07764 576522

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

