

# Ashley Down After School Club - Brunel Field

Arthur Milton Street, Bristol, BS7 9EB

<b>Inspection date</b>	10/06/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff teach children good social skills through conversations and activities.
- Staff use questioning techniques to challenge children's thinking and help them to problem solve.
- Leadership and management ensure there are consistent policies and procedures for staff to follow and support staff well.
- Staff plan activities that are fun for children and from their interests.

### It is not yet outstanding because

- Staff are not always making the best use of the creative and imaginative areas to fully promote children's learning and development.

## **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 main classroom, school corridor and in the outside area.
- The inspector looked at documentation including a sample of children's records, planning, safeguarding procedures and staff suitability records.
- The inspector took account of the views of parents, staff and children spoken to on the day of the inspection.
- The inspector held a meeting with the deputy leader and the nominated person.

## **Inspector**

Dominique Bird

## Full report

### Information about the setting

Ashley Down After School Club - Brunel Field registered in 2013. It is a charitable organisation run by a voluntary committee. It operates from the studio room at The Brunel Field site of Ashley Down Primary School, Bristol. Children have access to an enclosed outdoor area. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club operates weekdays during term time only from 3.15pm until 5.30pm. Children from the school attend. The committee employ a play facilitator who has a play work qualification at level 3. In addition, eight other members of staff are employed to work directly with the children of whom, seven staff have play work qualifications at level 2 or above, including three qualified teachers.

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

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

- enhance children's engagement in creative and imaginative play.

## Inspection judgements

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

Children arrive at the club happy and interested in what is on offer. They independently organise their own snack before they engage in the activities. Sitting at the snack tables, children enjoy talking to their peers and older friends. Staff arrive early to organise resources and prepare the classroom. This is so that the activities are available and ready to make it welcoming for children when they arrive. Staff provide children with a range of indoor and outdoor activities that effectively support their learning in all areas.

The children can use resources from a store cupboard and drawer units and staff encourage them to make free choices about what they would like to do. Children share their ideas with staff and help make decisions. They helped staff to write the rules for good behaviour. Staff celebrate children's own ideas and this helps to create a good atmosphere, where staff and children laugh and joke together.

Children display high levels of involvement in their play and overall, have access to a good range of toys and equipment to support their learning and play. Staff engage less in children's imaginative play so they do not always promote imaginative and creative learning. Overall, staff understand how young children learn and develop and use their observations to plan and tailor the environment to reflect children's interests. They work closely with the school that the children attend to enable them to complement the learning that takes place at school through fun activities in the club.

Children particularly enjoy a range of board games that staff make fun for them. For example, children play a guessing game and talk about animals that they have real experiences of. This extends their learning because staff encourage them to share their knowledge with others. Children have good opportunities to problem solve and learn about things that are the same during this interesting activity that teaches them to categorise and match things.

Staff involvement in activities is attentive and respectful. They offer some challenge and extension for the children but also know when to step back so that children can develop their independence and lead their own play and learning. Staff generally ask children questions about what they are doing and encourage children to communicate their ideas and think critically. This is helping children to develop confidence and try new things as it gives them a sense of satisfaction when they make achievements. Children's language development and social skills are being encouraged by staff as they engage children in conversations about their school day. This is building children's self-esteem and makes them feel valued and part of the club. Children develop their motor skills as they enjoy playing ball games outside. Staff play alongside children outdoors and teach them to be respectful of one another and take turns.

Parents are kept well informed about what their children have been doing and each parent is spoken to daily. Parents use email and an effective feedback survey online system to communicate with the club.

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

Children are happy and secure and have good relationships with staff and their friends. Staff encourage children to tell them how they feel about the club through a 'kids questionnaire'. Children state that 'everyone is my favourite play worker' and play workers are fun and epic'. Good adult attention and interactions show that children form positive and trusting relationships with staff. When children start at the club, staff collect detailed information from parents. As a result, staff get to know children well and they work together to ensure that the children's needs are met. Transitions between different areas of the school building are well-organised to ensure that children have good continuity of care. For example, staff from the club collect children from their classrooms and the class teacher shares information from the day to ensure that this information is fed back to parents. Staff are warm towards children and pay extra attention to the new and youngest children to help them feel secure. This creates a friendly environment for them. There is a key-person system in place and all staff know each of the children well. The younger children are well supervised to ensure that they are safe and staff pay particular attention to them at times such as free play. This means that extra support is available to them if they need it.

Children behave well because they are engaged and busy doing activities that interest them. They follow the rules that children helped to write, which they know well. Children have learnt about bullying and things you can do if you feel worried. As a result, children

have learnt effective ways to manage their feelings and children's behaviour is managed in a positive way. Staff are good role models and children are developing good skills for their future learning. Children are taught to take responsibility for their personal safety and develop a good awareness of this. For example, when playing outside while other school parents are present, children wear high visibility vests to ensure that staff can see them and keep them safe.

Staff promote children's health well. Children have opportunities to play outdoors and they benefit from fresh air, with the freedom to move around on a large scale. During food preparation and snack times, staff demonstrate good hygiene procedures. Staff have attended food hygiene training to promote this effectively and there is a staff member designated for overseeing food hygiene. Children are involved well in the preparation and planning of snacks. Their independence skills are promoted through everyday routines and when helping to make snacks, such as when they spread toppings on their bread.

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

Children are safeguarded at the club and staff have a good understanding of their roles and responsibilities to protect children from harm. All staff complete child protection training and this is refreshed to keep their knowledge up to date. Comprehensive policies and procedures are maintained, which all staff are made aware of during their induction. Parents are well informed about these policies and procedures that are followed to keep their children safe and well cared for.

Robust recruitment and vetting procedures are in place to ensure that all staff working with children are safe and suitable. Appraisals and staff meetings help to ensure that staff have appropriate training and support for their role. The professional development of staff is well supported and staff attend training on a variety of subjects that keep them up to date to successfully promote children's needs. For example, a member of staff is trained in behaviour management and dealing with race equality issues.

The leader, managers and staff have a good knowledge of how to promote children's learning and development because they have appropriate skills and qualifications. The club networks with its sister club and shares the same management and committee. This helps staff to share good practice. The learning and delivery of the educational programme is monitored well and this ensures that all children make good progress in partnership with the school. Staff are mindful that children have been at school all day and that their time at the club is for them to have fun and enjoy activities or have rest. They make sure that all areas of learning are covered indoors by offering children choice and planning fun activities that link to children's interests. This enables children to sit quietly on bean bags and read books if they choose to.

Partnership with parents is good. Parents comment on how happy their children are at the club and the good range of information that is shared with them. Staff work well with parents to ensure that children's individual needs are met. Parents' comments about the

club are very positive. They state that 'we are impressed with the quality and range of activities on offer and how well our child is looked after'. The club has a strong relationship with the school it serves and its sister club; subsequently there is a continuity of learning and development across the 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

<b>Unique reference number</b>	EY473033
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	948852
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Ashley Down After School Club and Holiday Playscheme
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01179040043

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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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