

Busy Living After School Team @ St Josephs

St. Josephs RC Combined School, Priory Road, Chalfont St. Peter, GERRARDS CROSS, Buckinghamshire, SL9 8SB

Inspection date	14/04/2014
Previous inspection date	04/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The highly enthusiastic and dedicated team are committed to continually improving the service they offer to all children and their families. This means children are kept safe, happy and make good progress and their behaviour is very good.
- Staff are very friendly and welcoming. This means children and parents feel at home and children's needs and emotional well-being are supported well.
- Children spend their time engaged in self-chosen activities indoors and out. Effective teaching supports children's to make good progress overall.
- Robust recruitment, vetting and induction procedures are in place. This ensures there is a very strong commitment to safeguarding children.

It is not yet outstanding because

- Although the club has good relationships with the feeder schools, staff have yet to build a more focused and precise approach to supporting the learning the children receive elsewhere, in order to help them make the best possible progress.

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 had a tour of the premises and observed activities in the three play rooms.
- The inspector held meetings with the directors, quality manager and manager of the club.
- The inspector looked at children's assessment records and discussed planning information.
- The inspector checked evidence of suitability and qualifications of staff working with children, the club's self-evaluation form and discussed the club's improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day and from feedback received by the club from children and families.

Inspector

Melissa Cox

Full report

Information about the setting

Busy Living @ St Josephs After School Team registered in 2010 and is a privately owned partnership. It operates from St Josephs Roman Catholic combined school in Chalfont St Peter, in Buckinghamshire and offers before and after school care and holiday care only. There are currently 78 children on roll, of whom seven children are in the early years age range. The breakfast club is open each weekday from 7.45am to 8.45am and the out of school club is open from 3pm until 6pm during term time. The setting also operates a holiday play scheme during most of the school holidays which operates from 8am until 6pm, Monday to Friday. All children share access to a secure enclosed outdoor play area and have access to two main base rooms. The setting 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 the partnership with the primary school by gathering information about children's learning in order to promote continuity and consistency in their learning.

Inspection judgements

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

The club provides a warm and friendly environment for children who attend. Children have access to a variety of resources and well planned activities which allow them to build on their knowledge in a more relaxed and informal atmosphere after a long day at school or during the holiday periods. Staff know the children well. They value the views of parents and children and gather initial 'all about me' information before they attend. This helps them understand each child's interests and favourite activities and helps them to settle at the club. In addition, staff make observations of the children and their achievements are recorded by their key person in their individual folder. Photographs, written observations and samples of children's work are kept as evidence of the children's time at the club. These are shared with parents to ensure that they are fully aware of their child's progress and development. This information is also then used to support the planning of activities that engage the children.

Teaching and learning is effective because staff are well-qualified and deployed well. There is at least one member of staff assigned to each of the areas and children are free to move around the premises. Young children develop confidence supported by their key person or siblings. Parents are involved in the setting and their child's time there through daily discussions with staff. This means all children in the Early Years Foundation Stage make good progress in their learning and development. For example, staff plan a science

experiment because they have observed that the children enjoy learning how things work. Staff explain each step of the experiment clearly aimed at each child's level of understanding in order to build on what they already know. This also helps them solve problems and speculate on what may happen next, and why. Each child takes a turn in scooping in baking powder or adding vinegar to the experiment. They discuss how many spoonfuls are needed to make the 'explosion' and staff model scientific language well. Staff use effective questioning to support children's thinking, asking them questions to consolidate their thinking. She encourages all the children to be independent and self-reliant, while effectively supporting and encouraging their language development and explorative play. As a result, children's learning is reinforced and children develop self-esteem as they gain praise from staff and peers.

Children confidently make choices about what they would like to play with. They have access to range of technology including tablet computers and build on their mathematical skills as they use applications that help them use numbers in a variety of ways. Staff provide good opportunities for children to practise their writing. Children use a wide range of drawing materials and write for a purpose. They ask staff to help them sound out words as they write text to accompany their pictures, which are then proudly displayed on the walls for others to see. Activities and resources are well organised, which enables children to choose and select for themselves. They enjoy active outdoor games or more restful times where they are able to watch popular children's films.

Children form positive friendships with the staff and their peers. Early years children interact well with older children. They chat happily to their friends and staff showing good social and communication skills, confidence and growing self-esteem. Staff share their knowledge about children regularly with the teachers from the on-site school so that general information about children is shared. However, this informal exchange is not always specifically focused on children's learning at school and how this can be complimented by activities in the club. As a result, there is still scope to further develop this shared approach in order to fully enhance children's achievements.

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

The club provides a homely and inclusive environment, where children's differences are valued. Staff show warmth and affection towards the children and children form strong relationships with staff. The youngest children are allocated a key person when they first start, consequently, they quickly settle and develop a good sense of belonging. Staff also gain a good range of information about children's care needs, prior to them starting, which helps to support the move for home into the provision. For example, information is obtained about any known special dietary and health requirements. This successfully promotes continuity in the children's care and supports their continual well-being. As a result, children naturally seek reassurance as required and willingly include the staff in their chosen activity, which often results in laughter and fun. This demonstrates that children feel settled and secure, which effectively supports their emotional well-being.

Children are self-motivated and proud of their club and describe why they enjoy attending.

Staff have high expectations for children's behaviour, as a result, children are well behaved. Children are polite and show they have learned to share, take turns, make friends and behave in an acceptable manner. Staff are good role models. They apply clear, consistent boundaries and children are cooperative and considerate. For example, older children help to ensure younger children are happy. Staff support children as they develop a good awareness of safety and how to stay safe. For example, they regularly practise fire drills. Children's independence skills are promoted and they have opportunities to do things for themselves. For example, children are encouraged to help tidy away after tea or become involved in organising the resources for activities. Children understand the need to wash their hands before tea and use the toilets independently. This fosters children's growing sense of responsibility and being self-sufficient in line with the expectations and skills needed as they move up to the next class within school.

Children spend most of their time in self-initiated play and show they are highly independent. They freely choose from a broad range of resources, and confidently ask staff for additional toys and equipment to extend their play and support their good progress. The outdoor area is available throughout the session and many children spend a good deal of time in active, energetic play. This promotes their good health and physical development well. Staff support children to consider risks as they play, such as how high to climb safely on the climbing structures outside. As a result, children show a well-developed sense of their own safety while being able to explore adventurous play. Snacks are suitably healthy and varied to promote healthy growth. Meals are varied, nutritious and meet children's additional dietary needs. Staff enhance children's understanding of healthy eating through conversation and food related activities, such as cooking.

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

The highly enthusiastic, dedicated directors, manager and staff team all have a very clear understanding of the requirements of the Early Years Foundation Stage. An extremely robust recruitment process ensures all staff are suitable to work with children from the onset. Ongoing staff suitability is monitored through a rigorous series of regular checks, which demonstrates the commitment of the directors to safeguarding children in their care. Staff are very clear about their responsibility to protect children from potential harm and neglect which includes working closely with the feeder schools to document any concerns. Clear and precise policies, procedures and documentation are regularly reviewed, underpin practice well and help to keep children safe, secure and protected from harm. Staff have opportunities to develop their knowledge and skills through attending training courses, and a training matrix is in place to ensure all relevant training is completed, such as first aid, safeguarding and food hygiene. Risk assessments procedures are good. The manager and staff carry out thorough risk assessments on all aspects of the provision. For example, staff have a clear risk assessments for the climbing frame which includes good levels of supervision, regular safety checks and maintenance. Any accidents are dealt with by qualified staff and the accident record is analysed in order to identify and prevent further incidents. They review these regularly at staff meetings and staff use them to make daily checks to help ensure children are safe.

The manager and staff have a clear understanding of the learning and development requirements for the younger children and monitor these well. Staff know the children well and this enables them to keep track of their development effectively. Although record keeping is not extensive, children's progress is appropriately monitored appropriately to ensure they make the progress they should while they are at the club. There are clear procedures with the schools to share information relating to any child protection concerns or special educational needs and/or disabilities, which promotes children's welfare well. While these aspects of the partnerships are robust, there is less information shared between both club and reception classes specifically relating to children's achievements. This means that continuity of learning is not as fully supported as possible, although still good.

Accurate identification of priorities through self-evaluation and implementing these provides continued and systematic improvement to the quality of the club. The staff are committed to continually improving the service they offer to children and their families. The manager and other staff regularly attend managers and leaders networking meetings. This means they keep up to date with the latest guidance or recommendations. The club holds regular staff meetings where they review policies, discuss training needs, disseminate new ideas and practices. They also analyse their practice and update their action plans to ensure that they give consideration to future plans. The manager also promotes good practice through informal discussions and through formal, regular individual meetings with each member of staff. These give staff opportunities to discuss issues that concern them and helps ensure children are safe. They also consider the views of children, parents and other agencies. They have made good progress in addressing issues identified in their last inspection. The club works with their local authority advisors to reflect on their practice, which has successfully resulted in extremely positive improvements in recent months. This means overall quality of the provision is constantly improving for children and families, which demonstrates the staff team's commitment to continuous improvement.

Parents talk positively about the service and care the club provides. They state that staff know the children well and demonstrate a good awareness of their individual needs. Their children enjoy attending and feel that staff are approachable and share information regarding their children's day. Staff share regular information with parents and talk with parents regularly to find out what children enjoy at home to effectively support their learning. As a result, children make good progress in their learning and development.

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	EY409504
Local authority	Buckinghamshire
Inspection number	968122
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	40
Number of children on roll	78
Name of provider	Busy Living Limited
Date of previous inspection	04/11/2010
Telephone number	01753887743

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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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