

BOSCAS Club

Brunel Centre Annex, Wymering Road, Portsmouth, Hampshire, PO2 7HX

Inspection date	28/05/2014
Previous inspection date	04/10/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 enjoy participating in regular off-site trips, which promotes their knowledge and understanding of the world.
- Staff form positive relationships with parents and children and this enables staff to meet individual children's needs.
- Children generally behave well and demonstrate a caring attitude towards each other.
- Children gain a sense of ownership and self-worth at the club. They are involved in planning activities, re-decorating and interviewing prospective staff.

It is not yet good because

- At the beginning and end of the day the building is not secure, which has the potential to compromise children's safety.
- Staff sometimes miss opportunities to enhance children's learning.
- Management does not plan strategies to support identified improvements being made effectively.
- Children are not always encouraged to develop an understanding of healthy eating.

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 took into account the views of parents.
- The inspector and manager discussed elements of practice.
- The inspector observed practice during an off-site trip.
- The inspector sampled a variety of documentation.

Inspector

Debra Laxton

Full report

Information about the setting

Boscas Club registered in 1994 and operates from Isambard Brunel Junior School in Portsmouth. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 162 children on roll between the ages of 4 - 14 years. Forty eight children are aged 5 to 8 years and fourteen children are within the early years age group. The after school club is open from 3pm to 6pm five days a week in term time. A breakfast club operates from 7.30am to 9am. A holiday play scheme operates during the school holidays from 8am to 5.30pm five days a week. Children are escorted to and from schools by staff and are provided with breakfasts, snacks or a cooked tea if required. The club employs nine members of staff to work with the children at different times. Eight have suitable qualifications. The setting is a member of the Kids Club Network. The premises is on the first floor and access is via a set of stairs.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review risk assessments for the security of the building to prevent unauthorised persons entering the premises.

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

- improve the quality of teaching so that staff consistently seize all opportunities to extend children's learning during planned and free-play activities
- plan strategies to overcome identified weaknesses so that improvements are made
- increase opportunities for children to make healthy food choices by offering consistently nutritious snacks.

Inspection judgements

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

Children enjoy their time at the club, particularly outdoor activities, and are well occupied. Children are encouraged to self-select from the various available resources and make choices in their play and learning. The setting is spacious and has almost sole use of the

premises. This means children can play uninterrupted, without the need to clear away, providing opportunities for them to develop decision making and perseverance.

Staff understand individual children's behaviour and emotional needs and this supports them in promoting these areas of development. Staff are able to discuss how children have made progress in these areas. For example, initially shy children have gained self-confidence and made friends recently, demonstrating they have gained in confidence and self-esteem. Key persons complete planning for the sessions and evaluations of activities, which incorporate some children's interests. Staff demonstrate some identified learning opportunities within plans.

The club has its own mini-bus which means children have regular off-site visits during school holidays. Trips to the beach and local park generate excitement and provide the opportunity to extend children's experiences and they show great interest in going out on a trip. At the beach, some children are encouraged to learn using their senses and actively explore the natural resources around them. Some staff encourage children's understanding of the world and communication and language skills through discussions, including one about a hermit crab. However, other staff are less confident in using these trips to extend children's learning, such as by encouraging children to talk about what they see and feel or developing their mathematical knowledge as they throw stones in the water. This limits staff's ability to promote children's all round development at these times.

At the play park, children are able to develop their physical skills and challenge their capabilities on a range of climbing equipment suitable for all ages. Staff monitor children to promote their safety and praise them for their achievements. Children are allowed to take risks and problem solve on the climbing frame. For example, a younger child is given the time to independently work out how to pass another child while walking across a narrow beam. This helps children persevere and take time to work things out.

Positive relationships are built and maintained between staff and parents. Parents and children are asked about children's interests, likes and dislikes as part of the settling-in policy. This allows staff to gain an initial understanding of the children so they can support them when they start. Parents are informed about what their child has been doing on a daily basis and this means they are encouraged to be involved in their children's learning.

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

The club is inclusive, adapting practice to meet the needs of children with particular needs. Staff work with other agencies to share information and support children's progress. Home languages are valued and children are encouraged to use these in the setting. Other children are given the opportunity to learn words and phrases in other languages. Children naturally learn that they are part of a diverse society and this helps them learn to value and respect others.

Adult to child ratios and working practices usually protect and support children. However, the audio visual entry system is not always used at the beginning and end of the day. This

means the building is not secure and entry cannot be monitored. There are lapses in the required number of staff present first thing in the morning. These practices do not fully ensure children are protected at all times.

Parents have confidence in raising issues with staff. They know they will be listened to and appropriate action will be taken quickly and effectively. For example, when a parent raised a concern that their child did not have any friends, staff agreed strategies to support the child. One strategy was that staff gave the child responsibility to help new children settle, and this meant new relationships were formed. Staff have good relationships with children who are keen to play with them and share their experiences.

Most children behave appropriately and behaviour is generally managed quickly and calmly to prevent it escalating. Children are encouraged to play and share with each other. Children and staff offer sensitive support, showing an awareness of different needs. Older children are given the opportunity to act responsibly with younger children, which enables younger children to learn and feel cared for as part of a group. For example, an older child gently explains to a younger child not to put his fingers in his mouth after throwing stones in the sea. This demonstrates children show concern for others. Children have plenty of opportunities to learn about their own safety. They learn about road safety when they walk to the club from school and have visits from people in the community, such as the fire service and police.

Registration time creates laughter and a positive start to the day. Children's opinions are sought and they are given the chance to decide what they would like to do. Knowing what is going to happen throughout the day provides excitement and reassurance to children and allows them to plan their own play agenda. Children gain a sense of ownership and self-worth at the club. They are involved in planning activities, re-decorating and interviewing prospective staff.

Children have suitable opportunities to learn about healthy lifestyles. They know to wash their hands prior to eating and have regular opportunities for physical exercise and fresh air. Some of the daily snacks are healthy, such as oranges and breadsticks, however, children are offered crisps daily, which does not fully encourage them to make healthy food choices.

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

The manager has made some progress in refining self-evaluation and wants to improve practice. Strengths and weaknesses are identified, however strategies are not always planned effectively to ensure improvements are made. For example, liaison with some associated schools is an identified weakness but the manager is unsure how to improve communication.

Children's safety and security is compromised at the beginning and end of the day as the premises are not secure at these times. Strategies to manage staffing, security and parent

concerns over the entry system have not been fully addressed. This is a breach of a legal requirement and means the associated requirements of the Childcare Register are not met. In other ways, the manager has taken proactive steps to safeguard and promote the welfare of children with particular regard to the collection and delivery of children from schools. Schools have signed agreements with the club to clarify responsibilities and staff are clear of their roles. The manager and staff are aware of safeguarding children issues and the procedures to follow in the event of concerns about a child's welfare.

The manager's limited knowledge of the Early Years Foundation Stage learning and development requirements means children have suitable activities and experiences that help them make some progress and children enjoy their time in the club at the end of a busy school day. However, not all staff are confident in seizing learning opportunities spontaneously, for example, when out on trips at the seaside, to encourage children's learning further.

The manager actively encourages staff to attend training and develop their practice. All staff have developed their knowledge through a series of e-learning modules on a variety of topics including bullying, safeguarding and food hygiene. Two members of staff are currently attending advanced safeguarding training to increase their confidence and understanding to deal competently with any issues that may arise. Performance management processes are in place, and termly supervisions and annual appraisals allow the manager and staff member to decide upon personal development targets. The manager works well with parents who find her helpful and approachable. Parents, children and staff have worked together on projects, for example designing and painting the main play room. This helps parents feel involved in decision making about the club. Communication with some associated schools is good. The club and these schools share information about children to ensure their needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure there are at least 2 appropriately qualified staff on the premises at all times (compulsory part of the Childcare Register)
- ensure no one can enter the premises without the knowledge of staff by using the audio visual door entry system at all times (compulsory part of the Childcare Register).
- ensure there are at least 2 appropriately qualified staff on the premises at all times

(voluntary part of the Childcare Register)

- ensure no one can enter the premises without the knowledge of staff by using the audio visual door entry system at all times (voluntary part of the Childcare Register).

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	143435
Local authority	Portsmouth
Inspection number	814048
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	48
Name of provider	Boscas Ltd
Date of previous inspection	04/10/2010
Telephone number	02392 785656

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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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