

Battling Brook After School Care Service

Battling Brook CP School, Frederick Avenue, HINCKLEY, Leicestershire, LE10 0EX

Inspection date	30/06/2014
Previous inspection date	06/11/2013

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

- Children's social and emotional needs are addressed well by staff. Relationships are positive and early years children enjoy being involved in play activities with older children.
- Children speak clearly and confidently and they make decisions about whether to play outside or in the playroom. Resources meet their needs effectively and play space is well organised.
- Steps taken to safeguard children are robust. Staff successfully identify and minimise risks within the premises and they are fully aware of their responsibilities to protect children from harm.
- Policies and procedures are thorough and required document is kept up-to-date and in good order.

It is not yet outstanding because

- Children's learning with regard to healthy eating is not maximised by staff on a day-to-day basis.
- Parents are not regularly reminded of food safety issues with regard to the food packed for their children to eat while attending the after school club at the end of the day.

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 children playing in the playroom and in the outdoor area.
- The inspector spoke with the provider, manager, staff and children at appropriate times throughout the session.
- The inspector took account of the views of parents.
- The inspector looked at children's assessment information and a selection of policies, procedures, children's records and staff suitability records.

Inspector

Jan Burnet

Full report

Information about the setting

Battling Brook After School Care Service was registered in 1991. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed and is one of two clubs run by the same provider. The club operates from the music room in Battling Brook County Primary School in Hinckley, Leicestershire. Children also have access to the library, hall, and information and communication technology suite. Children have access to an enclosed outdoor play area. The club operates for children aged from four to 11 years. There are currently 54 children on roll. Of these, five are in the early years age group and 25 are aged over eight. The club is open Monday to Friday from 3.15pm to 5.30pm during term time. It also operates during some school holidays from 7.45am until 5.45pm. Children who attend are from the local and surrounding areas. There are six members of staff, including the manager. Of these, one holds a degree in early childhood studies, three hold early years qualifications at level 3, one is working towards a qualification at level 3 and one is unqualified. The club holds 4Children membership.

What the setting needs to do to improve further

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

- extend discussions with children about their favourite foods, while reinforcing messages about healthy choices
- remind parents of food hygiene practice in order to ensure that the food provided by them is safe for their child to eat at the end of the school day.

Inspection judgements

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

Early years children attending the school wraparound provision are aged four and five years. During the day, either they attend the school's pre-school group or they are Reception class pupils. Staff ensure that they provide children with a good variety of resources and activities in order to help them make progress across all areas of learning and development. Parents are asked to provide information on their child's starting points because they complete 'Knowing you, knowing me' documentation. Information also includes detail on their child's interests. Children's achievements are recorded by their key person and next steps plans are identified in order to promote learning. Staff communicate with parents and with teachers in order to complement the daytime provision and so ensure continuity of care and learning.

Early years children chat confidently with staff and with other children. They speak clearly

and use full sentences. Children confidently make decisions about whether to play outside with a large group of older children or play with a good variety of toys in the playroom. Outside they are invited to split into two teams and play football or play on climbing equipment. They practise hand/eye coordination when they play with bats and balls and with rackets and shuttlecocks. The fixed play equipment outside challenges children effectively so that they gain confidence and physical skills while climbing. Children demonstrate good balancing skills as they confidently walk across a beam, and staff encourage them to make decisions about how adventurous they want to be. They are more careful as they walk across a balancing pole. Children set out small cones and say they have made a running track. They then pretend that it is 'sports day' and they race around the track.

In the playroom children choose to play with a variety of toys and tools that promote the development of manipulative skills. Writing materials are always available and staff encourage children to label their artwork with their names. Staff identify activities that promote learning across different areas of learning. For example, children develop physical skills while they play magnetic darts. Mathematical learning is supported because children recognise and name numerals and staff support them in adding up scores, which they record for themselves. Staff play bingo with the children and they recognise that this supports their mathematical learning and turn taking.

Children's literacy development is promoted well. For example, staff plan a treasure hunt that begins with children seeing and then copying highlighted words they see in a story book. They then embark on a treasure hunt to find the items they have written down. Staff identify that this encourages children to listen, anticipate and follow instructions. Children are able to access books and role-play resources at all times and some of these reflect diversity in a positive way. Their understanding of diversity is currently being linked to the World Cup because they are identifying where different countries are in the world, and they are learning about traditional dress and flags that represent the countries.

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

Children's good health is protected well because staff encourage outdoor play and support them in being physically active. Parents are made aware that food is not provided during the two and a quarter hour session after school and so they pack food for their children. However, some of these are protein foods and information for parents is not maximised with regard to food safety. Some activities are planned with a specific aim to teach children about healthy eating and reminders of this are displayed. However, staff do not consistently raise children's awareness by reinforcing this learning when children select foods that are not beneficial to their good health from their bags. Children's independence is encouraged. They choose from a good variety of activities and resources on a daily basis and they are aware of other toys that are available to them. Children attend to their self-care needs.

Children are happy and settled as a result of positive relationships between themselves and staff. They speak confidently to each other and to staff. They join in, make friends, and work independently and with each other. Staff are consistent in their management of

behaviour and boost children's self-esteem as they praise and encourage. Children demonstrate awareness of behaviour and of safety rules. For example, they know that they must line up while staff write down their names if they want to play outside, and they know the boundaries in the outdoor area.

In order to promote children's emotional security parents are asked to visit with their child before he or she attends the club alone for the first time. The child is introduced to their key person and staff. Members of staff are aware of each child's individual care needs because this information is included in admission forms. Relationships are positive and children are happy, confident and involved in a good range of activities.

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

Measures in place to ensure children's safety are robust. Staff are fully aware of their responsibilities with regard to supervising the children in their care and they ensure that children are never left unsupervised with a person who has not been vetted. Potential hazards have been identified and addressed. Staff are clear of their responsibilities to protect children from abuse and neglect. Appropriate procedures for recruitment, selection and induction are in place and vetting procedures for staff ensure that children are safeguarded. Parents are made aware of a clear safeguarding procedure and the Leicestershire Safeguarding Children Board procedures. The provider and manager ensure that their own and staff members' child protection knowledge is kept up to date. Required documentation is kept in good order.

In order to effectively meet children's care and learning needs, the provider ensures that staff are aware of the requirements of the Early Years Foundation Stage. The educational programmes for early years children are monitored well. The provider, manager and staff review the provision in order to improve. Although they have not felt recently that it is necessary to seek help and support from local authority representatives, they have welcomed advice and support in the past. In order to improve the care and learning provision for children, recommendations raised at the time of the last inspection have been addressed. Food is no longer provided for children and activities are planned to promote children's understanding of the benefits of a healthy diet, although this is not consistently reinforced on a day-to-day basis. Play space has been re-organised to include a 'chill out zone' where children can relax and play quietly. The self-evaluation process includes obtaining parents' views through the implementation of a questionnaire and children have been asked to pin their views onto a displayed feedback sheet.

In discussion with the inspector parents share very positive views on the service provided. Staff are aware of the importance of obtaining as much information as possible about each child's individual needs from parents and good communication between staff and parents means that children's care and learning needs are met well. Information provided for parents is good and includes a full range of policies that successfully reflect the ethos of the provision. Staff ensure that links with teaching staff in the school and pre-school are maintained in order to ensure continuity of care and learning for children.

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	226362
Local authority	Leicestershire
Inspection number	962614
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	54
Name of provider	Janis Stoker
Date of previous inspection	06/11/2013
Telephone number	01455 230799

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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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