

# BrownLow Childcare

Limes Avenue, Melton Mowbray, Leicestershire, LE13 1QL

<b>Inspection date</b>	03/07/2014
Previous inspection date	09/02/2009

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

- Teaching is effective because staff know how to support all children through regular conversations and build on what they know and can do. They encourage children to think through solutions for themselves so that they are active learners.
- Partnerships with parents and carers are good. Staff involve parents and value their input. Good information is shared between the club and home and this is of benefit to all children.
- Children's welfare is effectively safeguarded by staff that have a good knowledge and understanding of how to protect children in their care.
- The management team have made significant improvements since the last inspection. This has resulted in improved record keeping and the provision of a wider range of activities to support children's knowledge of the world.

### It is not yet outstanding because

- On occasions, additional staff within the school who are available to offer cover are not called upon to further support children during busy periods, such as at snack time.

## 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's activities in the indoor and the outside learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Tina Garner

## Full report

### Information about the setting

BrownLow Childcare was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms within Brownlow Primary School, in Melton Mowbray, Leicestershire. There is an enclosed outdoor play area adjacent to the building. The club employs five members of childcare staff, all of whom hold appropriate early years qualifications. The club opens term time only, Monday to Friday, 8am to 8.40am and 3.10pm to 5.30pm. They also offer a holiday club, which opens from 8am until 6pm. There are currently 111 children on roll and of these, eight children are within the early years age group. Children attend a variety of sessions.

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

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

- make better use of additional staff who are available to support children during busy times, such as at snack time, thereby, enhancing children's enjoyment even further.

## Inspection judgements

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

Children are happy to attend, coming into the club with real enthusiasm. They chat away confidently as they prepare to have the register taken and then choose what they would like to play with. They quickly settle to favourite activities, such as, building with construction blocks, make-believe play with the small world resources or using junk to create box models. Computer games are also enjoyed, where children develop their information technology skills as they play games with their friends. Their confidence blossoms as they enjoy the independence of choosing what they want to do and helping themselves to resources as required. Planned activities led by staff are also available. Children enjoy potting plants and growing flowers from seeds. They plant and grow fruits and vegetables, which they later enjoy picking, preparing and eating for snack. This promotes children's knowledge of the world and helps them to develop positive attitudes to healthy lifestyles. Baking and decorating cakes provides children with the opportunity to learn mathematical skills as they measure ingredients and weigh them out. Children enjoy being creative as they take part in Art Club each Friday, where they join together to test out various styles of arts and crafts. Staff value children's creative achievements as they produce a wide range of well-presented displays of children's artwork.

Teaching is good. Staff have an effective knowledge of the prime and specific areas of learning. They are mindful that children have been at school all day and plan a range of adult-led and spontaneous activities to promote their learning through play. This ensures

that children remain interested, stimulated and have fun. Staff balance the routine of the evening with some time for more structured social interactions. For example, all children sit together for snack time and staff support children's language and communication skills as they encourage children to chat about their day. Staff skilfully ask lots of good open questions to extend children's thinking and link their previous learning.

Staff are aware of each child's individual levels of attainment as they regularly share information with parents and class teachers. They effectively plan experiences for children to extend or complement what they are learning in school. Consequently, activities are well pitched to help children make progress. They work in partnership with teachers and make observations as children learn through play. This ensures that children are always progressing as they are provided with a good level of challenge. Parents are kept well informed about the activities on offer at the club and those their children have enjoyed through regular updates on noticeboards and daily discussions with staff.

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

Children are happy and settled in the secure environment. They show they feel safe as they relate well to the staff team because they chat happily to them about their family and school life. The club has a key-person system in place, to ensure the youngest children's well-being is suitably managed and consistent links are built with parents and school. This means children settle quickly, ensuring continuity between the club and their home environment, as well as their smooth transition from the classroom. Staff are positive role models of behaviour and attitude and children follow their example well. For example, children use good manners and are polite, remembering to say please and thank you. This contributes to children developing good levels of self-esteem and general well-being.

Each child's personal likes and dislikes are fully respected and catered for. Staff caring for children also work in the school in various roles, such as teaching assistants and support workers. Consequently, they know children well and talk about them with genuine respect and care. They value children's backgrounds and encourage them to value each other and celebrate their differences. Children display a clear awareness of responsibility within the setting. For example, they relish opportunities to help staff by taking on roles as they help collect resources to set out the outdoor area. This also helps them develop their self-help skills. Children's health is effectively supported. Parents provide key information to the setting to ensure that children's individual requirements are known and understood. For example, food allergies are fully discussed to ensure that children receive a suitable snack and drink. Children enjoy spending time outdoors in the fresh air and take part in activities to develop their physical well-being. For example, they enjoy climbing and balancing on equipment in the adventure playground and join in ball games. Children eat healthy snacks, such as fresh fruit, and fresh drinking water is readily available. Snack time is a social occasion when groups of children sit together around the table to enjoy their food and each other's company. Children are encouraged to follow good hygiene routines and are competent at managing their personal needs.

Indoor and outdoor space is effectively organised to provide a stimulating and welcoming

environment for children. Resources are successfully deployed by staff and are easily accessible, which helps to foster children's choice and plays an active role in their learning. For example, children enjoy accessing the creative resources, where they manipulate dough, use small tools and create pictures. They are aware of their own safety and the safety procedures in place and also the rules of the club. For instance, fire drills are practiced regularly and children learn to use small tools, such as handling scissors safely.

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

The club is effectively led and managed, and generally well-organised. Staff demonstrate a clear understanding of safeguarding issues and the procedures to follow, and management have systems in place to monitor and audit staff's knowledge. There are successful vetting and recruitment procedures to ensure all persons employed are suitable to work with children. Good systems are in place to keep children safe. For example, policies and procedures, risk assessments and documentation underpin good practice. The premises are secure and parents are required to sign their children out as they leave the setting to further safeguard children. Staff work well as a team. They generally deploy themselves well, supporting children's needs, sharing responsibilities and in the carrying out of daily duties. However, during busy periods, such as when snack is being prepared, staff working in the school who are available to offer additional cover are not called upon to offer their support. This means the good support which is usually offered to children during the session is not as robust during such busy periods.

The manager and staff have a sound understanding of the learning and development requirements relevant to their club. They liaise closely with the host school to ensure that they fully support children's continued learning. The club has a clear vision for the future. Staff value and respect the views of both parents and children as part of their self-evaluation process. Parents' complete questionnaires and children are encouraged to express their views. Staff are committed and passionate about providing the best possible care and learning for children. They demonstrate a commitment to continuous improvement. All recommendations and the action from the last inspection have been successfully addressed to enhance the learning for children. Identification of priorities through self-evaluation and implementing these provides continued and systematic improvement to the quality of the club and the educational programmes. Staff performance is monitored through regular meetings and one-to-one supervisions. Regular opportunities to develop staff knowledge and skills are offered through attending training courses and a training matrix is in place to ensure all relevant training is completed, such as first aid and safeguarding. This means children benefit from continuity and consistency to ensure their well-being and learning.

Partnerships with parents and carers are good. Staff have worked hard to build trusting relationships with parents and parents value the club and what it offers their children. Staff have developed good relationships with the host school and share information around children's care and learning on a regular basis. This helps to support all children's 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

<b>Unique reference number</b>	EY260012
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	819788
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	111
<b>Name of provider</b>	Kaleidoscope In Action Committee
<b>Date of previous inspection</b>	09/02/2009
<b>Telephone number</b>	01664 562315

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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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