

B'Brookers Limited

Bollinbrook C of E Primary School, Abbey Road, MACCLESFIELD, Cheshire, SK10 3AT

Inspection date	30/04/2014
Previous inspection date	Not Applicable

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 are very happy, motivated and keen to learn. They demonstrate high levels of independence, curiosity and imagination and develop strong relationships with staff and each other.
- Staff create a welcoming learning environment where children settle in well and make warm relationships with each other. As a result, children quickly develop a sense of belonging and feel safe and secure.
- Safeguarding of children is good because staff know the procedures to follow and a policy is in place, which underpins practice and is reviewed and updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access to the setting.
- 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.

It is not yet outstanding because

- There is scope to further strengthen the communication links with parents to enable them to support continuity of children's learning.

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 talked to children and staff and held discussions with the manager during the inspection.
- The inspector looked at children's assessment records and at their learning journals.
- The inspector reviewed the planning documentation, evidence of staff suitability, safeguarding policies and procedures and a range of other supporting documentation.
- The inspector took account of the views of parents and the host school teachers spoken to on the day of the inspection.
- The inspector held a joint observation with the manager of a planned activity and discussed this with the manager.

Inspector

Ron Goldsmith

Full report

Information about the setting

B'Brookers Limited is a before and after school provision, which operates within the main hall of Bollinbrook Church of England Primary School in Macclesfield. There is a secure area available for outdoor play. The provision offers before and after school and holiday care for children attending the school. Children from other schools attend during the holidays. The provision is open from 7.30am to 9am and 3.15pm to 6pm during term time and 7.30am until 5.30pm in the school holidays. There are three members of staff, all of whom hold appropriate childcare qualifications. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 139 children on roll, of these seven are in the early years age group. The setting supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- explore further ways to involve all parents within the setting, so that opportunities for children's care and learning are maximised.

Inspection judgements

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

The relaxed atmosphere of the club helps children to feel confident and happy and ensures they develop a sense of belonging. Children interact positively with each other and with adults. Staff find out all about the children to ensure that they provide a service that meets their individual needs, gathering information from parents and the school about what the child can do and what they are interested in. This helps staff to establish children's starting points and capabilities. Staff provide activities which complement what children do when in school or at home. There is, however, scope to strengthen the communication links with parents to enable them to further support their children's learning at home. Close cooperation with the reception class teacher ensures that information about what the children have achieved in school is shared to ensure children will remain interested and challenged in their future learning. For example, the club identify with teachers and with parents that developing children's confidence is an important next step and put in place strategies to help individual children develop greater confidence. Planning is used which clearly links to the Early Years Foundation Stage. This considers the wishes of the children themselves.

Staff meet the individual needs of the early years children well and plan activities to enhance their learning. As a result, the club assists effectively in children's development, for example, when developing children's personal and social skills through cooperative activities by encouraging children in different age groups to work together. Children

eagerly choose the activities and toys that interest them most. When staff lead a planting activity children become engaged and fully involved in digging, raking and preparing boxes to plant seeds. When children unexpectedly discover ants, worms and other insects they excitedly talk to the staff about what they discover and staff respond to their interests with enthusiasm. Children are able to help themselves to a good range of resources which help them to explore and experiment in their learning, for example, they access building blocks, den-building materials and craft materials which support their own ideas. They build dens indoors and outdoors and have lots of meaningful conversations with each other and with staff to help develop their communication and language skills. They make up stories that add to their enjoyment and have fun with the things they choose to play with; or they simply enjoy resting and talking to each other. The activities and games help the children to be cooperative, active, independent learners, as they play together, sharing equipment and ideas and waiting their turn. Children practise physical skills in the outdoor play areas; larger equipment provides challenges for children at their different stages of development. They energetically join in with physical exercise, skilfully climbing or running and chasing.

Staff promote, support and extend children's learning well. They are effectively involved in what the children do, ask open questions and encourage children to think for themselves. Staff add ideas if children falter and ensure they overcome any barriers they encounter. Children persevere for long periods, concentrating on what they do and applying imaginative solutions to problems they encounter. The setting is committed to providing children with good quality care and learning and children participate in a range of activities with their friends after school. Staff fully understand the need for positive partnerships with staff in other settings which provide the Early Years Foundation Stage, to effectively promote continuity of care and learning.

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

Children are warmly welcomed into this bright and lively setting. They develop a secure attachment with their key person and with each other. Children are supported well in the transition from club to school because staff understand their need for emotional security and take time to support children into the new environment. Children's behaviour is good and they willingly share and take turns. Staff are skilled at ensuring that younger children will enjoy their time at the setting. Transitions are well organised and children are prepared well for their moves into reception class in school. For example, staff regularly exchange information with the reception class teacher.

Staff are good role models and give lots of praise and encouragement to children to build confidence and promote their self-esteem. Independence is well promoted as staff encourage children to manage their own self-care needs. Children make choices and select resources from around the room. Resources are stimulating, safe and meet children's learning and development needs well. Admission information obtained from parents is thorough with regard to each child's individual learning and care needs, ensuring each child's needs are well met. For example, children with English as an additional language are effectively considered in the planning.

Snacks are healthy and nutritious. Staff provide fruit and drinks as part of the daily meal. Children are encouraged to pour out drinks for other children and clear away after themselves, which helps to promote their independence. Mealtimes are a good opportunity for social interaction, where children choose who to sit next to and talk with. All children spend some time being physically active each day. These activities provide children with firm foundations for developing a healthy lifestyle. Children's welfare is promoted effectively because staff successfully identify and minimise potential risks. Children learn how to keep themselves safe, for example, as staff remind them about using outdoor equipment safely. The warm and friendly environment and knowledgeable staff support children's development. This is especially important as children become older and prepare to move into school.

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

Leadership and management are good. The requirements of the Statutory framework for the Early Years Foundation Stage and management's accountability arrangements are fully understood and implemented. Children are safeguarded well. Staff have a clear understanding of child protection and the procedures to follow if they have concerns about a child in their care. Staff know what to do if an allegation is made against a colleague and are clear about the safe use of mobiles phones and cameras in the setting. A whistleblowing procedure informs staff of the procedure to follow should they have concerns about practice in the club. Consequently, effective policies and procedures are in place to protect children. Staff carry out risk assessments on a regular basis to ensure children's safety. For example, a member of the team checks all areas, including the outdoor area, before children arrive. Staff supervise children well and recognise when they need additional support or reassurance. Recruitment procedures are robust. All staff are thoroughly checked before being employed. Ongoing training ensures staff can continue to meet statutory obligations and develop skills which support the work of the club. Appraisals are used to assess staff skills and to identify any areas for improvement for individuals or for the setting's practice as a whole. For example, all staff have recently refreshed their safeguarding training. There are effective procedures in place to ensure that the setting sustains improvement through self-evaluation.

The team works well together and have a good understanding of the learning and development requirements. They regularly share information to help them support children's developing needs. Staff provide the children with interesting and varied play and learning opportunities. They work effectively with the reception class to support children to move on to the next stage of their learning. The skills children develop help to prepare them for school and lay firm foundations for the future.

Staff have good relationships with parents who are encouraged to share information to ensure continuity of care for their children while in the setting. Partnerships with other professionals are effective and staff work closely with them in order to help children who need additional support. Parents' comments during the inspection show they are happy with the care and education offered to their children. They say children enjoy the time they spend at the club.

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	EY463101
Local authority	Cheshire East
Inspection number	939463
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	139
Name of provider	B'Brookers Limited
Date of previous inspection	not applicable
Telephone number	07921 591 176

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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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