

# Schools Out @ Bricknell

BRICKNELL PRIMARY SCHOOL, Bricknell Avenue, Hull, HU5 4ET

<b>Inspection date</b>	15/09/2014
Previous inspection date	14/03/2014

<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

- All staff understand and follow the club policies and procedures and implement these so that, children's health and safety is effectively supported.
- The manager has robust procedures for the supervision of staff, so they are well supported to continue to meet the needs of the children that attend the club.
- The club effectively supports children's progress towards the early learning goals through strong partnerships with parents and the school.
- The key person for the early years children effectively supports their well-being through strong, caring relationships with children and their families.

### It is not yet outstanding because

- Occasionally, adult-led activities do not engage all children. As a consequence, some children lose interest and become restless during the group 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spoke to children and parents during the inspection to gain their views on the club.
- The inspector looked at documentation, including policies and procedures, qualifications and staff suitability to work in the club
- The inspector observed activities in the club rooms, the school hall and the playground.
- The inspector had a meeting with the club manager.

## Inspector

Rose Tanser

## Full report

### Information about the setting

Schools Out @ Bricknell was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in its own secure rooms within the children's centre, which adjoins Bricknell Primary School in Hull. The club operates from two adjoining playrooms and children also access the school hall and the school grounds. The club employs four members of childcare staff, plus the owner who acts as the manager. Of these, the manager and two members of staff hold appropriate early years qualifications at level 3. The club opens weekdays during term time from 3pm to 5.45pm and during school holidays it operates from 8am to 5.45pm. There are currently 110 children on roll, of whom 16 are in the early years age range. The club closes all bank holidays, two weeks at Christmas and the last two weeks of the school summer holidays. Children attend for 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:

- strengthen the range of resources available during group time activities, so that children have more choice and their interest is maintained.

### Inspection judgements

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

The children all enjoy a broad range of activities that are provided in the club, inside and outside. The children eagerly choose the resources for their self-chosen activities, for example, developing their imaginative play with the small-world dinosaurs and playing traditional board games together, where they learn about the rules and taking turns. The staff plan daily activities, such as, baking, for all the children who attend. They interact with the children, supporting them to play together and ensuring all children are included. The children have good opportunities to share their experiences from home, and staff respond to these with interest, making children feel valued. The member of staff who is the designated key person for the youngest children plans activities for them each day, across the areas of learning. For example, the children learn about differences through colouring pictures of bears, and discussing how they have each made them look different. However, occasionally the resources available for some adult-led activities do not engage all the children, and some of them become restless during group time.

The key person tracks the younger children's progress through her observations and interactions with them. Every child who is in the Early Years Foundation Stage has their own learning and development record, which contains written observations and photographs that are linked to the seven areas of learning. These records are shared with parents and the teachers in school, to ensure that the activities offered in the club

complement the children's learning at home and at school. If the staff have any concerns about children's learning and development they are closely monitored, so that they can work with parents and the school to close the gaps for these children.

Parents are encouraged to be active partners from the time the children start attending the club. The key person collects information from parents about children's interests, learning and development. She asks parents to identify what support their children need, and uses this information to plan activities that support their progress towards the early learning goals. The key person works closely with the teachers in the school, sharing information about children's learning and development. This means she can provide effective support for children to develop the key skills needed for the next stages of their learning in school.

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

The club has a designated key person, who takes responsibility for the children in the early years. She ensures that the children settle quickly and that strong, caring relationships are created with the children and their families. She plans activities for the children so they get to know each other and build friendships. As a result, children feel emotionally secure and start to develop good levels of independence and confidence. The staff are good role models, joining in with the children's play and encouraging children to play together cooperatively. This effectively supports children's good behaviour and developing social skills. The children help to make the club rules. These are adapted for the different ages of the children attending. The staff manage any minor conflicts between children well, supporting them to understand how their behaviour affects others. The environment, inside and outside, is well-organised and stimulating, with a broad range of resources and activities for the children who attend the club. There are comfortable areas for the children to rest, if they feel tired after the school day.

Safety is a high priority of the club. The children are kept safe because the staff ensure that any risks are identified and measures are in place to minimise them. The early years children are collected from their classrooms in the school, and are very well supervised by the staff as they walk to the club. The children learn about taking risks, for example, when playing on the outdoor climbing equipment and navigating obstacle courses in the school hall. The staff talk to them about possible risks when they attempt new challenges and offer support to less confident children. This supports the children in thinking about the risks involved and promotes their growing confidence and independence. The staff value the children's views about what they want to do and incorporate them into the planning. As a result, children know that the staff listen to them and this promotes their emotional well-being. The children are strongly supported during transition times, as they start in school and the club. The club staff attend school meetings for parents and the new children, so the children get to know them before they start in the club. As a consequence, children feel secure from the start.

All the children are encouraged to play outdoors, giving them opportunities to enjoy fresh air and to be physically active. The staff are well deployed outside so all children are within sight and sound, ensuring their welfare and safety. The staff plan physical activities,

such as football and tennis, promoting good practice with regard to exercise. They talk to the children about the effects of exercise on their bodies. As a result, children begin to develop a good understanding of how to be healthy. Snack times are sociable occasions, when the children sit together and chat to each other. The children are asked to contribute to the menus and this presents suitable opportunities to teach children about healthy foods and drinks.

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

The manager ensures all children are protected and kept safe through policies and procedures that are rigorously followed by all members of staff. She holds regular meetings to ensure that staff continue to understand policies and procedures and to communicate any changes, due to new legislation. The manager follows safe recruitment guidance when appointing new staff, to ensure they are suitable to work in the club. This includes obtaining references from former employers and ensuring required checks have been made. Newly appointed members of staff are mentored effectively through their induction period. Staff know what to do if they have concerns about children's welfare. All staff have a current paediatric first-aid qualification and can deal effectively with minor accidents. Risk assessments are robust, and effective safety measures are in place to ensure the indoor and outdoor environments are safe from hazards. The club work in close partnership with the school to ensure they identify common risks, and measures are put in place to minimise these, which further safeguards the children.

The staff are well supported in their roles through regular supervisions, which give them opportunities to discuss issues and identify any support they might require. As a result, the manager and staff are clear about how to meet the needs of all the children attending. The manager plans in-house training for the staff to strengthen their knowledge of the Early Years Foundation Stage. As a consequence, the staff understand how to plan for these children, as well as the older children who attend. The manager monitors the learning and development of the younger children to ensure that the planned activities give them a broad range of experiences, across the seven areas of learning. The good partnerships with the teaching staff in school helps her to identify areas where the club can further support children's learning and development.

The manager has addressed the action from the last inspection through regular staff supervisions to improve and develop staff practice. She has identified clear, well-thought actions that will support the continued improvement of the club. She seeks the views of everyone who is involved in the club, including the staff, parents, children and teachers from the school. This fosters strong partnerships and ensures that planned improvements come from all stakeholders in the club. She ensures that parents are kept informed about the club through regular newsletters. Parents spoken to on the day of the inspection praised the club for the good range of activities, the care the staff give to the children and the strong leadership.

### **The Childcare Register**

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY469952
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	972211
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Zoe Ann Storr
<b>Date of previous inspection</b>	14/03/2014
<b>Telephone number</b>	07970603223

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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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