

Bright Kids at Matchborough

Matchborough First School, Matchborough Way, REDDITCH, Worcestershire, B98 0GD

Inspection date

16/09/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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| 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's independence is promoted well throughout the out of school club. As a result, children have the confidence to serve their own snacks, make decisions and choose activities.
- Children are happy and motivated in their learning because staff offer a range of activities to support children's interests and staff interactions are good.
- Staff have a secure understanding of child protection procedures. As a result, relevant systems are in place to ensure children are appropriately safeguarded.

It is not yet good because

- Staff have not yet developed an effective key-person approach to ensure the individual needs of each child is well supported and enable both parents and children to build strong relationships quickly.
- Partnerships with parents and the school are not yet fully established, in order to share children's learning and progress to complement their learning and maximise their learning potential.
- Self-evaluation is in the early stages and does not yet fully identify priorities for improvement or involve all staff, parents and children.

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 had a tour of the out of school provision with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector checked evidence of suitability and qualifications of staff working with children and the club's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Emma Daly

Full report

Information about the setting

Bright Kids at Matchborough was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Matchborough First School Academy in Redditch. The out of school and holiday club is one of six settings run by a limited company. It serves the local area and is accessible to all children. It operates from a class room and there is an enclosed area available for outdoor play. The out of school club employs three members of childcare staff, of whom one holds an appropriate early years qualifications at level 3. The out of school club opens Monday to Friday term time only. Sessions are from 8am until 9am and 3.30pm and 6pm. Children attend for a variety of sessions. There are currently 24 children attending, four of whom are in the early years age group.

What the setting needs to do to improve further

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

- implement an effective key-person approach to fully support both children and parents to build strong relationship with their key person quickly and ensure that each child's care is fully tailored to meet their individual needs.

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

- develop further the partnerships with both parents and the school to consistently share information around child's learning and interests to fully complement and maximise their learning potential
- develop self-evaluation using views from staff, parents and children to identify priorities for improvement to continue to improve and enhance practice.

Inspection judgements

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

Children are happy and enjoy their time in the out of school club. Staff interactions are good and children are generally supported in their activities. The out of school club has recently moved rooms and staff are now working hard to transform their environment to reflect the activities on offer in the club. Children have access to a variety of resources daily and staff support all children in their learning. Children particularly enjoy outdoor play and staff follow children's interest and gain their ideas to develop games that engage all children. For example, staff have introduced a ball game that involves children passing

the ball to their friends as they call out their names. All children take great pleasure in taking part. Children play basketball and skipping games, and are extremely proud to show their parents what they have achieved when parents come to collect them.

Staff offer a range of play opportunities covering all areas of learning to support children's progress. Children have daily access to computers and they understand the importance of taking turns, to allow all children the opportunity to have a go. Children are developing their information technology skills as they independently navigate their way around computer programmes. Children express their excitement as they are provided with a variety of craft resources and use their imagination to create their pictures. Children use toy building bricks to build spaceships and different forms of transport. Staff facilitate children's learning through effective questioning. They support and encourage them to develop their own ideas to extend their learning further. As a result, children are interested and motivated in their learning. Pens, paper and books are readily available for children to independently access. Children enjoy listening to stories and staff encourage children to retell stories using the pictures. Children's communication and social skills are continually supported through group activities and discussion. Consequently, children are developing skills needed for the next stage in their learning.

Staff support children's independence by encouraging children to become involved in planning their own activities. Staff regularly encourage children to make independent choices throughout the session. Children are reminded to hang their coats and bags on their pegs as they arrive and all children are aware they need to tidy activities away before choosing a new one. Staff gather information from parents during the settling-in period about their medical and care needs, and they are beginning to find out about children's interests and capabilities. As a result, children are mostly engaged in purposeful play. However, opportunities to fully complement and maximise children's learning, by gathering ongoing information from parents and teachers at the school, has not yet been fully developed. Staff offer daily feedback to parents about the activities their children have enjoyed doing to support their learning at home.

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

Children receive a warm welcome as they arrive at the out of school club. They are developing their confidence in their environment because staff are starting to build positive relationships with both parents and children. However, as staff are new, there is not yet an effective key-person approach within the club to ensure the individual needs of each child is well supported. As a result, some children who are still very shy are not fully confident to move around the environment without this key support. All children are valued and respected, and staff act as good role models to ensure children respect and value each other. Staff take on board all children's views and listen well to their ideas. They effectively communicate with children encouraging them to talk about their school day. Consequently, children are developing emotionally and are generally prepared for the move to their next stage in learning.

Children enjoy a selection of healthy foods and water is available throughout the session.

Staff offer healthy choices to the children and encourage them to make their own sandwiches. Staff sit with them and take part in discussions around food choices, promoting their personal, social and emotional development. As a result, children are beginning to understand the importance of healthy lifestyles. Staff remind children of the importance of washing their hands before meals and after toileting, reinforcing effective hygiene practices. Children have access to a large outdoor playground and staff provide a range of activities to promote their physical skills and enable children to take measured risks, such as playing ball games and skipping games. Consequently, children are beginning to understand the importance of physical activities and the effects exercise has on their bodies.

There are effective procedures in place to support positive behaviour. At the start of every term children develop their own set of rules. These are displayed on the board for all parents and children to see. As all children attend the school, the behaviour rules and expectations are in line with the schools. As a result, there is a consistent approach to managing behaviour. Staff use praise and encouragement, older children act as role models and staff consistently encourage children to share and take turns during activities. As a result, all children understand boundaries and children's behaviour is good. Children generally move around the environment with ease and are regularly reminded how to keep themselves safe when using equipment, such as knives and scissors. Children take part in regular fire drills and are encouraged to use equipment safely.

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

All staff attend safeguarding training and understand their role in protecting children from harm. They are aware of what to do should they have a concern about children's welfare because safeguarding procedures are clear. Robust recruitment and selection procedures ensures all those working with children are suitable to do so. New staff complete a rigorous induction. They attend regular training courses and review meetings during the first six months of their probation to support them to settle into their roles. All policies and procedures are effective and easily accessible to all staff and parents. Safety checks and risk assessments are carried out daily to ensure both the indoor and outdoor environments are safe and secure and children are protected.

New staff are supported by other members of the team, the provider and compliance manager to ensure they have the guidance and support needed to develop their knowledge of the Early Years Foundation Stage and settle into their roles. As a result, all staff are working together to develop the club and ensure all children are fully supported. Through effective supervisions, monitoring and coaching, the provider is able to assess all staffs ongoing suitability, evaluate their strengths and identify any weakness to enable the team to develop their skills and continually improve practice. Self-evaluation is in the early stages and although staff are working with the local authority to develop improvement plans, all staff, parents and children are not fully involved in identifying future priorities for improvement to further develop and enhance current practice.

As this out of school club is part of a company, there are very strong partnerships between the sister settings to ensure all staff are supported and guided in their roles. The out of school club is beginning to build links with the school and the head teacher is actively involved. Staff are beginning to build partnerships with parents and offer daily feedback on how their child has been during the sessions. However, partnerships with the school and parents are not yet fully established. Therefore, arrangements to develop and enhance children's individual needs and complement their learning are not yet fully in place.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| 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

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| Unique reference number | EY474914 |
| Local authority | Worcestershire |
| Inspection number | 967151 |
| 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 | 24 |
| Name of provider | Millennium Bright Kid Company Limited |
| Date of previous inspection | not applicable |
| Telephone number | 07725147777 |

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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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