

# Bradway After School Club

Bradway Primary School, Bradway Drive, SHEFFIELD, S17 4PD

## Inspection date

06/10/2014

Previous inspection date

19/11/2008

## The quality and standards of the early years provision

**This inspection:**

4

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 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- The safeguarding policy and procedures are not fully known, understood and implemented by all those working directly with the children.
- The provider has not ensured that there is a person with a valid first aid qualification available on the premises at all times when children are present.
- The monitoring of staff's performance through robust supervisions is not consistently implemented to improve the quality of their practice and identify training needs.
- Staff do not always support children's growing understanding of healthy eating at snack time.

### It has the following strengths

- Staff use good teaching methods to complement the learning that children receive in the school to support the progress in their learning.
- Children are happy and settle easily and quickly. They know the rules that help them to have an enjoyable time in the club.
- Children use a wide range of good quality resources, which are easily accessible enabling them to make independent choices about their play.
- Children have consistency of care as there are effective partnerships between the club, school, parents and carers.

## **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 undertook a tour of the after school club with the manager, including the outdoor environment.
- The inspector observed children's activities throughout the after school club.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at the after school club policies and procedures.
- The inspector looked at documentation regarding staff suitability and qualifications of staff working with children.

## **Inspector**

Susan Wilcockson

## Full report

### Information about the setting

Bradway After School Club has been registered since 2003 and is run by a voluntary management committee. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the scout hut, situated in the grounds of Bradway Primary School in Sheffield. The building is single storey and has one playroom with a kitchen area, office and toilets. There is additional access to the school grounds, the hall and classrooms as needed. The club provides care for children attending Bradway Primary School, for which there is an escort and collection service. The club is open Monday to Friday, from 3.05pm until 6pm during term time. Children attend for a variety of sessions. There are currently 100 children on roll, of whom 13 are in the Early Years Foundation Stage. The club employs seven members of staff, including the manager, of whom one holds an early years qualification at level 2 and two at level 3. The club supports children with special educational needs and/or disabilities.

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

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

- train all staff to understand and implement the safeguarding policy and procedures to make sure they have up to date knowledge of safeguarding issues and are aware of the procedures to follow, for example, in the case of an allegation being made against a member of staff
- ensure that there is a person with a valid first-aid qualification available on the premises at all times when children are present
- ensure there is an effective programme of performance management in place, through robust supervisions, to help staff to continually improve their practice.

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

- strengthen practices at meal times so that the foods provided are healthy, balanced and nutritious, for example, by providing more fresh fruit and vegetables at snack time.

## Inspection judgements

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

Children are happy and well-motivated as they learn through play in this welcoming club, which provides a warm and relaxed atmosphere. The manager and staff are supportive and enjoy working with the children and their families. The staff display a suitable understanding of the Early Years Foundation Stage. They use good teaching methods to complement the learning that children receive in the host school for the main part of their day. The close relationship with the teachers in the host school also ensures that children receive consistency in their learning and development. For example, adult-led activities are planned around themes and topics, often linked with the school theme. A wide selection of activities is provided for children to choose from. For example, art and craft, dressing up and role play promote children's growing creativity, literacy skills and imagination. Group games, circle time and stories support children's speaking and listening skills and their confidence as they participate in a large group activity with a wide selection of ages of children. Children are supported in cultivating their personal, social and emotional development as they are encouraged to do things for themselves. Staff intervene in a timely way if children ask for help. This promotes children's independence and confidence, which are key skills to support their future learning.

Staff play alongside children and motivate them to engage in a range of activities and to try things for themselves. For example, a member of staff supports a group of children learning how to skip in a group and to take turns to rotate the skipping rope. Staff guide and support children effectively and get them to think about what they are trying to achieve. They use open-ended questions to support children's thinking, for example, when constructing models from dough. Staff ensure children's ideas and interests are included in future plans and this helps to motivate them to learn and feel valued. Staff organise resources to enable children to follow their own chosen play and move around freely; for example, between inside and outside. Children are encouraged to develop new interests and gain new physical skills. For example, a young child is praised by staff for her achievements at using a hula hoop as she attempts to copy her older brother's actions. Children play ball games together and these activities encourage positive social skills and helps them to recognise the importance of working as a team. Overall, children take part in a good range of activities and experiences and continue to develop a wide range of skills to support their future learning.

The club provides an environment that follows children's interests and encourages children to display the characteristics of effective learning throughout the session. Staff are aware of what children can do. A key-person system has been implemented for those children within the early years age range, and as a result, the youngest children's learning is fully tailored to meet their individual needs. Children complete an all about me detailing their likes and dislikes on admission to the club. This, along with a good range of information from parents, supports children in settling quickly and enjoying their time at the club. The close link with the school also enables a coordinated approach to be taken when supporting children with special educational needs and/or disabilities. Partnerships with parents are positive and there are many opportunities to exchange information at the end of each session. Discussions with parents reveal that children enjoy attending the club.

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

Children show a good awareness of staying safe as staff encourage them to effectively negotiate space during group activities, practise fire drills and walk around the club. Therefore, children develop an understanding of risk and learn how to keep themselves and others safe. However, children's sense of safety and well-being is compromised as the provider has not ensured that there is a member of staff with a valid first-aid qualification available on the premises at all times when children are present. In addition, staff do not have a good understanding of child protection and the safeguarding policy. This means children's well-being is not assured.

Children have good relationships with the friendly, caring staff. They play games with children, help them to create pictures and sit and talk with them. They quickly notice, and act, when children are occasionally not involved in activities and need support or simply need some company. Consequently, children are all seen to enjoy their time at the club. There is a wide range of activities and resources available for children to choose from each day. Children enjoy games and activities both indoors and outdoors and confidently ask for additional resources, activities and support, demonstrating that they feel secure at the club. Staff use the considerable space available to provide a wide range of activities and challenging experiences for children. They have good opportunities to make choices about what they like to do and staff make sure toys and resources are easily accessible. Members of staff respond to children's interests and requests. For example, a young child enthuses over the monster trucks, eagerly showing these to the inspector and demonstrating how fast they move when pushed across the floor. Links between the school, parents and the club are strong and effective. Children are supported well as they move between school and the club each day because information is shared effectively on their care and well-being. When children start at the club, staff offer a good induction to make sure children settle well.

Staff are good role models who encourage good manners and consideration. Children understand the rules of the club and the boundaries and as a result, children's behaviour is very good as they play well together and take turns. Children enjoy a variety of physical activities and are given helpful reminders and explanations from staff, which helps children to keep themselves safe. They learn to care for themselves and each other as staff encourage them to learn to do things independently, such as putting the toys and games away. Children learn sensible hygiene routines as they are reminded to wash their hands before snack time. Several staff hold food hygiene certificates ensuring that food and drink is prepared appropriately. Children help themselves to bread and butter and pour their own drinks. They tuck into bowls of baked beans and talk about the pasta with sauces and cheese they enjoy. However, children are not always supported in their understanding of healthy, balanced and nutritious meals as fresh fruit and vegetables are not always available.

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

**provision**

Leadership and management of the after school club is inadequate. The manager has policies and procedures in place to support the safeguarding and welfare requirements. However, the staff's knowledge and understanding of these are inconsistent, in particular the safeguarding of children. The manager has completed advanced training in safeguarding; however, staff have not received any safeguarding training. As a result, staff's knowledge and understanding of safeguarding issues is insecure. They are unsure of the procedures to follow to safeguard children from abuse or neglect, for example, in the case of an allegation being made against a member of staff. In addition, children's safety is compromised in the event of an accident. No person working with children holds a valid first-aid qualification. These are breaches of requirements of the Early Years Foundation Stage and the Childcare Register.

All staff hold Disclosure and Barring Service checks ensuring they are suitable to work with children. The manager and staff hold meetings to share ideas of how they can improve the provision. However, supervisions are not robust enough to consistently monitor staff's performance, to improve the quality of their practice and identify any training needs, such as safeguarding training. Self-evaluation is completed at staff meetings and through informal discussions with staff, parents and listening to children, which helps to continuously improve the service they offer. The club is able to identify some areas of weakness and implement plans for improvement. There is a system in place to gather more formal views and opinions of parents and children which provides them with an opportunity to contribute to improving the learning experiences and environment for all children. For example, children complete questionnaires alongside their parents to inform the after school club of their views about the provision.

Risk assessments and daily safety checks inside and outside are conducted to minimise hazards in order to reduce the risk of accidents to children. Children are well supervised when they are brought to the club after school, and when playing outdoors. Staff are vigilant in ensuring that no unauthorised person may approach or have access to children in their care at any time. The manager understands her role in complementing, and being guided by, the learning and development requirements of the Early Years Foundation Stage. This includes the provision of a good range of experiences for children to participate in, consistent with those accessed by the children attending the host school.

Positive partnerships with parents are in place. They comment on how much their children enjoy attending the club and praise staff for their commitment and approachability. Staff provide parents with a wealth of information about the club. For instance, they receive a detailed welcome pack at the start of the placement, which contains a summary of the club's policies and procedures. Staff work in partnership with other professionals involved in promoting children's care and learning needs. For example, they liaise very closely with the teachers at the host school. This enables children to benefit from continuity and consistency in their learning due to the support they receive, which promotes a smooth move between school and the club.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first-aid qualification (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first-aid qualification (voluntary part of the Childcare Register).

## 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>	EY273034
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	877643
<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>	50
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Bradway After School Club Committee
<b>Date of previous inspection</b>	19/11/2008
<b>Telephone number</b>	0114 2360104

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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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