

# Birdlip After School Club

The Village Hall, Birdlip,, Gloucestershire, GL4 8JH

<b>Inspection date</b>	15/10/2014
Previous inspection date	17/04/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	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		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

- The key-person arrangements ensure children are happy and secure within the club, and are confident to seek support when needed.
- Staff plan a wide range of activities to reflect children's interests and complement learning in school. This provides interesting and challenging experiences that meet the needs of the children.
- Children behave well. They play cooperatively, and older children show kindness and consideration towards the younger children.

### It is not yet good because

- Staff do not carry out robust risk assessments consistently to keep children safe in the playground, to ensure that unauthorised people cannot gain entry and that children cannot leave the premises unsupervised.
- At times, the noise level within the hall is too loud. This distracts some children from concentrating and occasionally prevents staff from hearing children's speech.

## 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 in all areas of the after-school club.
- The inspector held discussions with the manager, chairperson, staff and children.
- The inspector took account of the views of parents spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector reviewed paperwork including children's records, policies, risk assessments and suitability checks on staff.

## Inspector

Victoria Weir

## Full report

### Information about the setting

Birdlip After School Club registered in 2001. The club is located in the village hall alongside the primary school, in the centre of Birdlip village, a small rural community in Gloucestershire.. The club opens each weekday during school term times. Sessions are from 3.15pm until 5.45pm. Children are able to attend a variety of sessions. The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Children are cared for within the main village hall. They have use of the school playground; playing field and adventure play area for outdoor activities. A voluntary management committee runs the club. The club employs three members of staff; all hold appropriate qualifications. One member of staff holds a recognised early years qualification at level 5.

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

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

- ensure that a child is unable to leave the premises unsupervised and take all reasonable steps to prevent unauthorised persons entering the premises
- ensure risk assessments work effectively to minimise or manage any risks to keep children safe, with particular regard for using the outside play area, by ensuring the outdoor gates are closed and locked, before children access this area.

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

- review the location and organisation of some activities to reduce noise levels, to promote and aid children's concentration levels and communication.

## Inspection judgements

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

When children first attend staff collect information about children's likes and dislikes, skills and abilities and any health issues. This helps them know children's individual needs and personalities, and provide care accordingly. Staff plan activities based on children's interests, and ongoing information from parents and children's teachers. As a result, children are happy and engage well in activities that they enjoy. Staff have a secure knowledge of how to promote learning through play and have high expectations of the children.

Staff take an active interest in what children have to say as children chatter excitedly about their school day. Children enjoy a daily show and tell session as they eat their snack together in a family-style arrangement. This builds children's self-esteem, confidence, and their speech and language skills as each child has a turn. For example, children developed their listening skills well and demonstrated sensitive awareness of each other's differences as staff encouraged them to talk and question each other about different birthday party experiences. Staff use many open questions to deepen children's thinking, such as questions starting with, 'Why?' and, 'How?' This helped children who were making their own play dough to calculate the correct ratio of ingredients to make a smooth paste.

The activity programmes cover all areas of learning. The main room is set out to enable children to make choices, and to engage with other children or work or play individually. Children's creative skills develop through painting, paper folding, pattern making, and a variety of art projects. Staff encourage children to expand their own ideas through imaginative designs. Children practise their early writing skills developing their small muscle control through using a good range of pen, pencils and crayons. Staff encourage children to read books from the wide range that is available. This provides quiet relaxation time for children. Children particularly enjoy playing in the school outside recreational areas as they develop their physical skills and strength. Staff place a strong emphasis on regular physical activity and organise games for the children. Staff interact with children in a friendly and supportive manner to make all games enjoyable, which enthuses and motivates children to join in.

Key persons share information with parents about children's experiences and development when children are collected from school or afterwards when the club session has finished. Parents say they greatly appreciate this opportunity to learn first-hand how well their children are developing.

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

Children are happy and content in the club environment. This is because key staff know the children they are responsible for well. Staff familiarise children with visitors to the club by introducing them. Staff are positive role models and consequently, children behave well. Staff show children respect offering care and attention to their needs. These features reflect in the children's behaviour towards each other. For example, children include their friends at the club by sharing their seat to include them at the dough table. Staff use a range of sensitive and age-appropriate techniques to promote positive behaviour. They focus on children developing skills to play cooperatively and to negotiate and resolve issues themselves. Staff set out the environment in different zones, enabling children to choose where they would like to play. They ensure children have daily fresh air during outdoor play, which helps children to develop an understanding of healthy lifestyles The parachute game is popular and staff use this well to ensure all children have a part to play and learn to cooperate. Clear rules are set and children engage enthusiastically mixing well with other children of different ages.

Staff are generally vigilant of children in their care. Staff carry out some risk assessments

for the environment. The risk assessments include procedures for entry and exit to the premises, which staff implement to keep the hall building secure. However, on the day of the inspection the daily checks of the outdoor environment did not identify the open gates in the playground. Although staff were supervising children, staff left gates open for a short period of time allowing free access onto the premises when the children were playing outdoors. This does not prevent people from accessing the premises or from children being able to leave the premises unsupervised. This compromises children's safety and well-being.

Children learn to become independent in their personal care; they understand the need to wash their hands before sitting down to eat, with staff gently reminding younger children. Children take part in regular fire evacuations to make sure they know what to do in an emergency. Staff teach children to manage their own small risks and safety. For example, children learn some leaves and berries are poisonous and not to eat them. Children learn how they can safely climb outdoors on the climbing wall.

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

Generally, staff implement procedures, which help to keep children safe from harm. For example, staff ensure only adults who are named and approved by parents can collect children from the club. However, staff do not always implement the risk assessment procedures to minimise the risks to children. Staff did not ensure that the gates were securely closed when children were playing outside to safeguard children's welfare. These are breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage, and the associated requirements of the Childcare Register. Nevertheless, the manager demonstrates that she has robust recruitment procedures to ensure staff are suitable to care for children. She takes positive action to continue to ensure staff remain suitable to work in the club.

The staff team are well qualified and work successfully to provide an enjoyable range of activities. The manager identifies any training needs through regular staff supervision and monitors staff performance to ensure interactions with children are supportive. Team meetings give staff opportunities to reflect on their practice and to evaluate the provision. The manager provides in-house training for all staff to ensure they are secure in their knowledge of the club's procedures. For example, all staff have attended appropriate local authority child protection training to enable them to identify their responsibilities in safeguarding children.

The relationship with the host school is sound. The staff share information securely between teachers, parents and the club about children's welfare to ensure their well-being. Staff evaluate their practice on a daily basis and seek the parents' views through discussions. Children and parents complete annual questionnaires, which seek their views on the quality of the provision. The manager and staff use this information to make changes to the service to improve the provision for the benefit of children.

## 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:

- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised except where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- undertake risk assessments where the need arises to ensure all necessary measures are taken to minimise any identified risks. (compulsory part of the Childcare Register).
- ensure that a child is unable to leave the premises unsupervised except where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- undertake risk assessments where the need arises to ensure all necessary measures are taken to minimise any identified risks. (compulsory part of the Childcare Register).

## 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

<b>Unique reference number</b>	510053
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	814334
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Birdlip After School Club Committee
<b>Date of previous inspection</b>	17/04/2012
<b>Telephone number</b>	07967847850

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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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Piccadilly Gate  
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