

Bude After School Club

United Reform Church, Killerton Road, Bude, Cornwall, EX23 8EL

Inspection date	26/11/2014
Previous inspection date	04/04/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		2
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

- Staff promote children's self-esteem well. This means children are confident and engage in conversation with staff and adults.
- Children enter a safe and secure environment, which is well organised and ready for when they arrive.
- Children enjoy their time at the afterschool club because staff plan a range of activities, which reflect children's interests.

It is not yet good because

- Staff do not make the most of everyday opportunities, such as during snack time, to engage children in conversation and develop their social skills.
- The manager does not monitor and supervise staff performance effectively to provide targeted support to improve children's experiences.
- The routines for snack time do not allow those children that leave early, sufficient play opportunities.

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 went with staff to collect children from the local infant and junior schools.
- The inspector observed the children and staff at the club.
- The inspector held discussions with the manager, children, parents and staff.
- The inspector sampled a range of documentation including staff and children's records, attendance, accident and medication records.
- The inspector invited the manager to take part in a joint observation.

Inspector

Sara Frost

Full report

Information about the setting

Bude After School Club has been operating since 1997 and registered at its current location in 2006. It operates from the United Reform Church Hall in Bude. The group is a registered charity managed by a board of trustees that includes parents. This is one of two registrations held by the organisation. The group is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register. It is open five days a week from 3pm to 6pm term times and from 8.30am to 6pm during half-term holidays only. Staff collect younger children from local and surrounding schools. There are five members of staff employed, four of whom hold appropriate childcare qualifications. At the time of inspection, there are 171 children on roll aged between four and 15 years, six children are in the early years age range.

What the setting needs to do to improve further

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

- improve staff interaction with children to develop children's social skills and communication, for example, at snack time.

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

- develop monitoring and supervision of staff practice to provide effective support to bring about positive experiences for children
- improve the organisation of snack time so children have more opportunities to play.

Inspection judgements

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

Staff arrive early to organise and prepare the rooms. This is so that activities and the rooms are available and ready to make them welcoming for children when they arrive. This means children are interested in what is on offer. However, staff do not organise snack time well. This means those children with limited time at the club have less play opportunities because they spend too long queuing for their snack. Staff begin to build a picture around children's needs, likes, dislikes and any health issues by collecting clear information from parents. This helps them know children's individual needs and personalities, so they can provide appropriate care. Staff plan weekly activities based around their observations, children's interests, and views and ideas from all children. They

also use ongoing information from parents, and as a result, children appear happy and engage in activities they enjoy.

Staff have a sound knowledge of how to promote learning through play. They take a genuine interest in what children have to say when they talk about their school day. Staff extend this by asking questions to promote children's thinking and develop the conversation. However, they do not promote all children's communication and language, and social skills well at other times, for example, snack time. This is because they do not sit with the children and therefore, some children do not receive any adult interaction or engagement during these times.

Staff organise the two rooms to encourage children to make choices and either engage with others or play on their own. Children's creative skills develop as they make snowflakes from cutting folded paper. Staff encourage and promote children's mathematical understanding during the activity. For example, when children designed their snowflakes, staff talked to them about patterns and shapes. Staff encourage children to develop their own ideas through imaginative play. Children used sheets of material to make dens and sledges as they pulled each other around the room. Staff provide opportunities for children to practise their early writing skills through using a good range of pens, pencils and crayons.

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

Children happily greet staff when collected from school. Children are confident and openly tell adults they enjoy being at the club. They are happy and form sound attachments with staff in a very short time. This is because key staff know the children they are responsible for well. Staff follow secure processes for collecting children from their respective schools at the end of the school day. They collect the youngest children from their class teachers, who share information for staff to feed back to parents. Staff are warm towards children and pay extra attention to the youngest ones to help them feel secure. This creates a friendly environment for them. Staff familiarise children with visitors to the club by introducing them.

Children understand expectations of them, for example, they wait with staff outside each infant classroom area before going onto the junior school. When walking back to the club, children and staff follow good road safety procedures. For example, they walk in pairs and cross at suitable safe places. Staff encourage children to be aware of keeping safe. Staff are positive role models and overall, children behave well. This is because staff use a range of sensitive and age-appropriate techniques to promote positive behaviour. Children are secure and confident to share any injustices with staff, which staff skilfully and sensitively handle. Children have written their own rules. For example, to 'have good manners', and 'only go on the stage if you are year six' which gives them a sense of ownership. Clear rules are set and children engage enthusiastically, mixing well with other children of different ages.

Staff are vigilant of children in their care. For example, children know they cannot enter

the building until staff have gone in to check there is no one inside. Once inside, the doors remain locked and secure. Staff promote children's health well. Children have opportunities to play physical games indoors and outside, and benefit from fresh air on their walk from school. Children learn to become independent in their personal care; they understand the need to wash their hands before sitting down to eat. Children take part in regular fire evacuations with staff to make sure they know what to do in an emergency.

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

The club has met all the recommendations raised at their last inspection. Staff demonstrate a clear understanding of the club's safeguarding policy and procedures. They have all accessed training in safeguarding and demonstrate a sound understanding of child protection issues. For example, they know the procedure to follow should they have any child protection concerns. Staff have a clear understanding of their roles and responsibilities to protect children from harm, and safeguard their welfare. They complete risk assessments, which management review regularly, to help maintain children's safety in the building and on outings. There are clear recruitment and vetting processes to help determine staff suitability to care for children. Staff records confirm they have the relevant qualifications for the position they hold. New staff receive an appropriate induction before they start so they are aware of their role and responsibilities. There are a range of policies and procedures, which are available to staff and parents at the club, including a complaints policy.

The staff team work successfully to provide children with an enjoyable range of activities using children's interests. The manager encourages staff to update training in first aid and attend food hygiene courses. This helps them to develop some of their skills. However, the manager does not provide regular staff supervision to monitor their effectiveness and practices or identify any additional training needs. For example, staff do not routinely share practices around school pick up. This means the manager is not always fully aware of potential issues or other areas to develop staff skills further, such as staff interaction at snack time. Staff meetings provide staff with some opportunities to evaluate and develop future planning for the club. Although this allows them to consider children's interests, staff do not successfully identify all individual needs so all children have plenty of time to play and explore.

Overall, partnership with parents is good. The manager and staff seek the parents' and children's views through discussions about the quality of the provision. They use this information appropriately to improve some aspects of the provision. For example, children did not want to wear the high visibility tabards when collected from school as it made them stand out from their friends. As a compromise, to respect children's wishes and with safety still uppermost, children now wear thick, bright orange laces on their arms or school bags so they are still easy to spot. The manager has plans to use questionnaires to gather views from all parents to help make improvements to the club.

Staff are aware that children have been at school all day. They plan a range of fun

activities, being mindful that some children might need time to rest and relax. This means children have the space to sit quietly or play a quiet game with staff and friends. Parents comment positively stating their 'children are always happy to come'.

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. 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

Unique reference number	EY341958
Local authority	Cornwall
Inspection number	837797
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 15
Total number of places	30
Number of children on roll	171
Name of provider	Bude After School Club Committee
Date of previous inspection	04/04/2011
Telephone number	07778 553 416

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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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