

Bradway After School Club

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



Inspection date

13 March 2015

Previous inspection date

6 October 2014

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Inadequate | 4 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| The contribution of the early years provision to the well-being of children | | Requires improvement | 3 |
| The effectiveness of the leadership and management of the early years provision | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable as staff do not always interact with the children to promote their communication and language skills effectively. This affects how well children gain the skills that prepare them for the next stage of their learning.
- Staff do not effectively plan or organise activities to consistently enhance all children's learning and development.
- Children are not well supported to fully understand the importance of adopting good health practices when eating their snack. Therefore, they do not always wash their hands and sit down when they are eating.
- Partnership working with parents is not yet effective. This is because staff do not fully promote information sharing, particularly with regard to children's interests at home.

It has the following strengths

- Children have developed some strong friendships in the club, which shows that relationships are well formed.
- Staff have a suitable understanding of their roles and responsibilities to safeguard children.
- The manager and staff have made positive changes to improve children's safety since the last inspection. The manager actively seeks further qualifications and aspires to improve the quality of the club.

What the setting needs to do to improve further

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

- review and develop snack time procedures and provide more opportunities for children to develop their understanding of adopting good health practices, to ensure children's health and well-being are not compromised.

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

- improve partnership working with parents to ensure that a two-way flow of information is shared about children's learning and development
- review teaching practice to ensure that key persons promote children's individual interests and provide activities that engage and motivate children in learning
- improve the interactions between staff and children to ensure that children's language and communication skills are promoted to enable children of all ages to achieve well.

Inspection activities

- The inspector observed activities indoors.
- The inspector held a meeting with the management and spoke to staff throughout the inspection.
- The inspector looked at children's records and the planning documentation.
- The inspector checked evidence of the suitability and the qualifications of the staff.
- The inspector discussed with the management and staff the self-evaluation methods of the club.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Rachael Barrett

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Generally, all the children are happy at the club. They have a range of toys and resources to occupy them. Some children benefit from quality interactions with their key persons to extend their learning and current skills, while others do not. Therefore, the quality of teaching is inconsistent in meeting children's needs and complementing the skills, which they are learning at school. For example, some children are highly engaged in activities, such as making cards and making construction models. They are well supported by their key persons and persist with activities. While others struggle to choose activities, they quickly lose interest and spend time wandering around the club. The key persons of these children do not fully engage them in activities and best promote their interests. Opportunities to promote children's physical skills are effective.

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

Staff provide a consistent link between teachers and parents and share appropriate information. Staff mostly promote children's health and hygiene well. They find out about and meet children's medical and dietary requirements from the outset. Staff set out a freely accessible snack table during each session with drinking water and nutritious snacks. They encourage children to manage their own self-care and eat sensibly at the table. However, this approach is not always well understood by all the children. Overall, children behave suitably. Risk assessments are in place and staff routinely check the environment to ensure children's safety. Children have regular opportunities to talk about how to keep themselves safe. For example, they discuss the importance of not opening the entrance door to parents and how to evacuate the building if there is a fire.

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

The leadership team and staff have a moderate understanding of their roles and responsibilities to maintain the Early Years Foundation Stage. Although they have made improvements to the club since their last inspection, they are still not fully complying with all requirements. Staff demonstrate a suitable understanding of current child protection procedures and their duty to report any concerns they may have about children in their care. The club has a suitable child protection policy and staff have attended child protection training. The club has clear procedures in place for the recruitment and vetting of staff. These ensure that all staff are suitable to be in regular contact with the children. Systems are in place to induct, monitor and reflect on staff practice. Partnerships with the school are effective in sharing information and working together to meet children's needs. However, the partnerships with parents are less effective. Staff share basic care information with parents. However, they do not encourage parents to share information about their child's learning, such as what they enjoy doing at home. Consequently, staff do not have a complete picture of each child's learning in order to help them achieve more.

Setting details

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|------------------------------------|-------------------------------------|
| Unique reference number | EY273034 |
| Local authority | Sheffield |
| Inspection number | 994410 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 50 |
| Number of children on roll | 88 |
| Name of provider | Bradway After School Club Committee |
| Date of previous inspection | 6 October 2014 |
| Telephone number | 0114 2360104 |

Bradway Out of School Club registered in 2003. The club operates from the scout hut, situated in the grounds of Bradway Primary School in Sheffield. The club runs a breakfast club from 8am, and after school club between 3.05pm to 6pm during term times only. The club employs five members of staff, of these, two hold an early years qualification at level 3 and two hold an early years qualification at level 2.

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