

Bridge House Out of School Club

St. Stephen's Church Hall, St. Stephen's Road, Steeton, KEIGHLEY, West Yorkshire, BD20 6SB

Inspection date

24 February 2015

Previous inspection date

22 March 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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 staff member designated to have lead responsibility for safeguarding children does not have a robust enough knowledge of some aspects of child protection.
- Staff taking on new roles are not monitored effectively enough, to ensure they are fully aware of, and fulfil their roles and responsibilities through effective supervision.

It has the following strengths

- Children develop a strong sense of ownership of the out of school club. This means they feel valued, which fosters their motivation, self-esteem and confidence.
- Activities are very much informed by observations of children's ideas and interests, which staff build on, to support children's appropriate progress.
- Children enjoy coming to the out of school club. They behave well and are cooperative and sociable.
- Potential hazards are identified and minimised well, in order to help children to stay safe.
- Staff are caring and friendly, therefore, children are confident to approach them and share learning.

What the setting needs to do to improve further

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

- ensure that the staff member designated to take lead responsibility for safeguarding children in the setting has attended an appropriate child protection training course, in order for them to have a robust knowledge of how to report child protection concerns
- improve the monitoring of staff practice, with specific regard to newly appointed managers, so that supervision can be more effective in identifying inconsistent practice and providing precise support and coaching to continually improve provision.

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

- ensure that the lead practitioner responsible for ensuring the safety and welfare of children has attended child protection training to enable them to identify and act on any indications that a child may be suffering from harm (compulsory part of the Childcare Register)
- ensure that the lead practitioner responsible for ensuring the safety and welfare of children is able to provide support and guidance in relation to child protection matters to any person who cares for children (compulsory part of the Childcare Register)

Inspection activities

- The inspector observed activities and care routines taking place in the out of school club playroom.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the out of school club manager alongside the manager of the sister nursery, and held a telephone conversation with the provider.
- The inspector checked evidence of the suitability and the qualifications of staff working with children, alongside sampling a range of other documentation and viewing the self-evaluation form.

Inspector

Rachel Ayo

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children listen to instructions as they hang up their belongings and gather for registration. Staff have a sound knowledge of how children learn and are very much guided by the learning and development requirements, suitably supporting children's progress in school. A contributory factor in this is that all staff work in the sister nursery and hold early years qualifications. This means children take part in enjoyable play experiences in an adequately welcoming playroom. Staff reinforce skills required for learning at school. They encourage children to be kind and considerate and encourage cooperative play and turn-taking. Children readily choose from an adequate range of resources on shelving units. Staff engage children in conversations as they play imaginatively with the doll's house or in the den that everyone has helped to make.

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

Children develop emotional well-being due to positive relationships with staff. However, they are not allocated a key person when they first attend and useful information is not always gained before children start, in order for settling-in arrangements to be fully effective. However, there are some good ongoing channels of communication with parents once children have started attending the club. Children create the club rules, so they are clear about boundaries and expectations. They develop confidence, friendships and mealtimes are sociable occasions. Staff give positive messages about practices that contribute to a healthy lifestyle. Children have a nutritious substantial teatime meal. This is cooked at the sister nursery and transferred to the out of school club, where staff prepare and re-heat this.

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

The provider and staff have an adequate understanding of the Early Years Foundation Stage in most respects. However, some requirements are not fully met, including requirements of the Childcare Register. Staff can identify possible signs of abuse or neglect. Those working under the manager are aware of reporting procedures. However, the manager has not yet completed safeguarding training. Consequently, she does not have a robust understanding of what to do should concerns of a child protection nature arise. She does, however, have an adequate knowledge. Staff complement children's ongoing experiences with those at school, through strong partnership working. There are systems for reviewing what is working well and identifying what can be improved upon, including through staff training. As part of this, there is regular supervision of staff; completed by the manager of the sister nursery. However, there has been limited monitoring of the new manager's practice, to inform effective supervision and evaluate improvements in staff skills.

Setting details

Unique reference number	EY366235
Local authority	Bradford
Inspection number	863860
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	53
Name of provider	Bridge House Day Nursery Ltd
Date of previous inspection	22 March 2012
Telephone number	01535 675800

Bridge House Out of School Club was registered in 2008 and is privately owned. The out of school provision employs five members of childcare staff, including two managers. Of these, all hold appropriate early years qualifications; one is at level 5, three are at level 3 and one is at level 2. The out of school club is open Monday to Friday, from 7.30am to 9am and from 3.30pm to 6pm during term time. The holiday playscheme is open from 7.30am to 6pm. Where there is a lack of demand for this, children attend the holiday club at the nearby sister nursery.

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.

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