

Blakehill Extra

Highfield Road, Idle, Bradford, West Yorkshire, BD10 8QN



Inspection date

10 April 2015

Previous inspection date

8 June 2010

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 record of attendance is not well maintained to ensure every child's hours of attendance are recorded, as required.
- On occasions, during adult-led activities, staff do not always use skilful questions to extend children's thinking.
- The procedure for staff supervision is not yet rigorous enough to ensure that the good standard of teaching is raised even higher.

It has the following strengths

- Staff have knowledge of effective safeguarding practice and are aware of the authorities to contact should they be concerned about a child's welfare.
- There are a wide range of resources and planned activities available to children within the inside and outdoor environment.
- Children behave very positively. They fully understand routines and what is expected of them. They use good manners and they cooperate and work together with friends to achieve tasks.
- Safety is well promoted. Staff offer sensitive explanations and they help children think about how to behave in safe ways. Older children subsequently reinforce this learning with their younger peers.
- Effective partnership working is in place with the host school. Staff talk with teaching staff to discuss planned activities in school. As a result, children's learning is complemented well and they are motivated learners who progress well towards their next stage in learning.
- Mealtimes support children's independence and confidence as they self-serve their own drinks and food. Staff sit with the children and talk about healthy lifestyles.

What the setting needs to do to improve further

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

- keep an accurate record of children's attendance.

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

- enhance children's communication and language skills by making good use of every opportunity to extend their thinking and understanding to a higher level
- build on the existing systems of staff supervision to promote the quality of teaching, so that children continually benefit from even more highly stimulating learning experiences.

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

- keep and maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep and maintain a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

Inspection activities

- The inspector had a tour of the club and discussed how the club operates.
- The inspector spoke with staff, children and parents during the inspection and observed children at play.
- The inspector carried out a joint observation in the outdoor area with the deputy manager of the club.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at a sample of children's records and planning documentation. She also looked at risk assessments and discussed a range of policies, including safeguarding, complaints and behaviour management procedures.

Inspector

Amanda Forrest

Inspection findings

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

Staff have a good knowledge of the requirements of the Early Years Foundation Stage. All staff fully understand each child's individual needs and learning styles, which allows the children to make good progress in their learning. Staff skilfully question children during child-led activities, which encourages them to work problems out for themselves as they play. For example, children work together to create a marble run with drainpipes and tubes. However, during planned activities, staff do not always ask questions that challenge children to solve problems. As a result, this sometimes limits children in extending their critical thinking skills. Children have opportunities to develop their literacy skills and practise their early writing, such as writing recognisable letters. Children's reading skills are promoted well in the club. They have access to a wide range of books and enjoy sitting with staff, listening to stories. Older children who attend the out-of-school club, develop essential skills for future learning as they are inquisitive, ask questions and solve problems.

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

Staff welcome all children into a caring environment. Children are allocated a key person on entry. Staff obtain sufficient information from parents about children's starting points in learning. All new children are offered home visits by their key person. Consequently, staff know the children well and help them to quickly become familiar with their new environment. Children receive praise and encouragement from staff, which promotes their confidence and desire to persevere with tasks and to attempt new ones. Children are aware of, and have a suitable understanding of, their own personal care. They independently wash their hands before eating and after using the bathroom. The school grounds offer good facilities for children. For instance, children play football on the school field or take small risks when climbing trees. As a result, children are supported with their physical well-being.

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

Staff have a reasonable understanding of how to protect children from harm and an effective understanding of risk management. However, staff do not ensure that the register of attendance accurately reflects children's arrival and departure times. Consequently, staff are unable to account for all children in the event of an evacuation. There are appropriate systems in place for selection and recruitment, and suitability checks have been undertaken for all staff. Self-evaluative practice is in place and staff seek the views of parents to further develop the service. The well-qualified staff team meet regularly to share practice. In addition, they receive opportunities to extend their knowledge by attending training specific to the needs of the club. As a result, staff have a positive impact on children's learning. The manager supports staff through monitoring, supervision and appraisal. However, there is not yet a system in place to support staff in sharing good practice, so that children benefit from the highest level teaching.

Setting details

Unique reference number	953918
Local authority	Bradford
Inspection number	869530
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	195
Name of provider	Blakehill Exta Club
Date of previous inspection	8 June 2010
Telephone number	07967652938

Blakehill Extra was registered in 1999. The club employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The club is open Monday to Friday from 7.30am to 9am and from 3.15pm to 6pm during term time and from 7.30am to 6pm during school holidays.

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