

Bardfield After School Club

C/O Great Bardfield Primary School, Braintree Road, Great Bardfield, Braintree, Essex, CM7 4RN



Inspection date

2 June 2015

Previous inspection date

13 July 2010

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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 | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- The manager and staff are well qualified and experienced. Consequently, they have a secure understanding of how children learn. They use play and planned activities effectively to ensure children receive fun and interesting experiences.
- Staff have strong links with the host school and pre-school. These highly effective partnerships help staff to consistently complement the care and learning children receive in the classrooms where they spend more time.
- Children are frequently consulted about many aspects of the running of the club. They contribute their ideas at the children's council meetings, in order to tailor the club to their preferences and interests.
- Staff have a secure knowledge of child protection. They have attended safeguarding training and use effective risk assessments to minimise hazards, inside and outdoors, and maintain a safe environment for children.
- Parents have many valuable opportunities to be included in the running of the club, for example, by joining the committee or helping with fundraising events.

It is not yet outstanding because:

- Opportunities for children to concentrate and develop their listening, communication and language skills are sometimes hindered due to the background noise of the television.
- Staff do not consistently use routines, such as mealtimes, to extend children's awareness of healthy eating.

What the setting needs to do to improve further

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

- help children to concentrate and develop their listening skills by keeping background noise to a minimum, for example, by turning the television off during mealtimes or when no one is watching
- enhance opportunities for children to build on their understanding of healthy eating, for example, by sharing more positive messages about food that is good for them and reviewing menus to offer more fresh vegetables.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector held discussions with the manager about the children's progress and achievements.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day of inspection and from their responses to surveys organised by the club.

Inspector

Patricia Champion

Inspection findings

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

Staff plan an interesting planned programme of experiences that cover all areas of learning, both indoors and outside. In addition, children can choose from a wide variety of games, art and craft resources or computer software to develop their interests, creativity and technology skills. Staff observe children as they play and find out children's prior skills and capabilities through meaningful discussions with their parents, pre-school and school. As a result, staff are fully aware of children's development needs. Interaction between children and staff is lively and friendly with many discussions about their experiences. Staff ask carefully formed questions that encourage children to think and give interesting answers. However, the background noise of the television provides a distraction that sometimes hinders children's concentration and listening skills, particularly during mealtimes or when it remains switched on and no one is watching.

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

An effective key-person system means the youngest children benefit from strong support from a familiar adult at each session. This helps them to settle in, promotes their feelings of security and emotional well-being. Some children offer staff hugs when they say 'goodbye' and go home. Children are well behaved because staff are good role models. They use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour. This means that children of different ages play harmoniously alongside each other, with the older children supporting younger children in games or creative experiences. Children are appropriately adopting healthy lifestyles when they choose to play outdoors in the fresh air. They also take part in dance activities and practise yoga exercises. Children are well nourished when they are offered snacks of biscuits or fruit when they arrive at the club. Staff also cook light meals that tend to be children's favourite things to eat. However, staff do not consistently encourage children to make healthy choices about the food they eat through discussions at mealtimes or by ensuring that the menu regularly includes fresh vegetables.

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

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. Staff are supported in developing their knowledge and skills by the manager. They have attended a variety of courses, to meet health and safety requirements and to help them support children's changing interests. Regular supervisions, peer observations and appraisals, support staff to continually improve the quality of their work and address any areas of weakness. There are effective systems in place to evaluate the club and identify relevant strengths and areas for further development. The recommendation from the last inspection has successfully been addressed. Staff now seek the views of parents through verbal discussions and questionnaires. Parents say they are happy with the way the club runs and appreciate the steps that staff take to settle and ensure the happiness of the youngest children.

Setting details

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|------------------------------------|---------------------------------------|
| Unique reference number | 650030 |
| Local authority | Essex |
| Inspection number | 848084 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 3 - 11 |
| Total number of places | 24 |
| Number of children on roll | 45 |
| Name of provider | Bardfield After School Club Committee |
| Date of previous inspection | 13 July 2010 |
| Telephone number | 01371 811580 |

Bardfield After School Club was registered in 1997. The out-of-school club employs five members of childcare staff. Of these, two staff hold a qualification at level 3, two staff at level 2 and the deputy holds Qualified Teacher Status. The club opens from Monday to Friday, term time. Sessions are from 7.30am until 8.45am Monday to Friday, and from 3pm until 6pm from Monday to Thursday, and from 3pm to 5.30pm on Fridays.

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