

# Brook Babes-Bramham Out Of School Club



Bramham Primary School, Bramham Road, Clifford, WETHERBY, West Yorkshire,  
LS23 6JQ

<b>Inspection date</b>	2 July 2015
Previous inspection date	29 September 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The management is forward thinking and well focused in its pursuit of the improvement of the service. They demonstrate commitment and a clear vision of the high-quality service they aspire to provide for children and families. As a result, they implement practice that is good and on some occasions, aspects are outstanding.
- The well-qualified staff continuously improve their professional development. This provides positive outcomes and experiences for children and keeps them highly stimulated and motivated in their play and development.
- The team has robust systems in place to support the effective leadership of the club, including methods for staff support and supervision, self-evaluation and safeguarding.
- Enthusiastic staff ensure children have a fun after their day at school. The quality of activities they provide ensures that children are eager to attend and are engaged in purposeful play that promotes continued learning.
- The staff work well in partnership with parents and school teachers by sharing information about individual children and the running of the club. This ensures that they are well informed and can offer a complementary experience for children.
- Staff are positive role models as they reinforce appropriate behaviour and provide clear guidance to the children. As a result, children's behaviour is very good as they understand the boundaries and expectations within the club.

### It is not yet outstanding because:

- Staff do not always use questions well to encourage children to express themselves.
- Staff do not always fully understand the correct procedures that the club has in place.

## What the setting needs to do to improve further

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

- ensure staff ask more challenging questions in order to promote children's thinking and ability to express their ideas
- ensure all staff are fully aware of the policies and procedures followed by the club.

### Inspection activities

- The inspector had a tour of the club and discussed how the club operates.
- The inspector spoke with staff and children during the inspection and observed children at play in the indoor and outdoor areas.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector held discussions and conducted a joint observation with the manager.
- The inspector looked at a sample of children's records and risk assessments, and discussed a range of policies, including safeguarding, complaints and behaviour management procedures.
- The inspector spoke with the owner, the manager and other members of staff at appropriate times during the inspection. During these discussions she explored their understanding of the requirements of the Early Years Foundation Stage.

### 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 provide children with a good range of indoor and outdoor activities that effectively support their development and complement their learning at school. Staff encourage children's counting skills and freely chat with them during a wide range of activities. Staff set up activities in an attractive way so that children can easily see what is on offer and make their own choices, which allows them to follow their ever-changing interests. Staff provide children with challenging activities that encourage them to solve problems. However, staff do not always ask children purposeful questions during these activities. As a result, teaching does not always promote children's speaking and thinking skills to the highest level. Staff provide good resources that reflect children's current interests. Children use these resources well as they share books about the world and discuss volcanos and how the earth has developed over a period of time. As a result, children are motivated, interested and engaged in their own learning.

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

Key persons support children well. They respect and value children's individuality, which promotes their self-esteem and emotional well-being. They regularly share information with parents about what their child can do. Staff support children's care practices and growing independence; children use the toilets and follow good hygiene practices with confidence, they set out tables and chairs and pour their own drinks. Outdoors children develop their physical skills as they enjoy building dens and joining in games of football. In addition, children benefit from interacting with others of differing ages and being in the fresh air. Children have suitable opportunities to take risks and learn how to keep themselves safe. Staff are always close by to offer praise, which further supports children's emotional well-being. The staff support children to develop an understanding of a healthy diet through offering healthy meals.

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

The management has put a range of procedures in place to protect children and underpin the work of the staff. However, staff have not fully understood the procedures for storing their mobile phone. The manager has taken swift action to rectify the situation and ensures everyone follows the procedure. As a result, this does not have a significant impact on children's safety. The management team has a very positive attitude towards review and continuous improvement. For instance, it involves children in many of the decisions, such as the meals served and supporting children to have an awareness of their personal safety. All staff have undertaken a Disclosure and Barring Service check and their continued suitability is reviewed regularly. Accident records are consistently maintained. Safety training, such as first aid and safeguarding, is regularly updated. Staff development is seen as a priority. Managers have many plans in place to support well-qualified staff to become reflective. This includes meetings with staff from the provider's other settings to share ideas and their expertise.

## Setting details

<b>Unique reference number</b>	EY321134
<b>Local authority</b>	Leeds
<b>Inspection number</b>	862400
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Jane Louise Hussey
<b>Date of previous inspection</b>	29 September 2009
<b>Telephone number</b>	01937 843682

Brooke Babes-Bramham Out Of School Club was registered in 2006 and operates from a classroom in Bramham Primary School in Bramham, Leeds. It is open each day from 7.20am to 9am and 3.15pm to 6pm, during term time only. The club employs five members of staff who work directly with the children. All hold a relevant childcare qualification at level 2 or above.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

