

# BOSH

Brookburn Primary School, Brookburn Road, CHORLTON, M21 9ES

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 14/02/2014 |
| Previous inspection date | 17/11/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 2 |

## The quality and standards of the early years provision

### This provision is good

- Staff have a good understanding of how to promote effective teaching and learning. Children are settled and confident. They exhibit high levels of independence and are motivated learners.
- The leadership and management of the setting is good. Effective systems of selection and recruitment are in place and staff are supported through induction procedures and appraisals.
- There are strong partnerships in place. Regular exchanges between staff, parents and school have a positive effect on offering a continuity of care to meet children's needs.
- Staff show a secure knowledge of effective safeguarding practice and procedures to follow should they be concerned about a child welfare.

### It is not yet outstanding because

- Children's learning files do not follow their progress and achievements towards the early learning goals. As a result, staff cannot consistently complement children's learning in school.
- Routines at the start and end of the session can be disorganised and do not always best support children's emotional well-being as children enter and leave each session.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main play room and spoke with children throughout the inspection.
- The inspector spoke with children, parents and staff during the inspection and took into account their views on the provision.
- The inspector met with the manager and undertook a joint observation.
- The inspector looked at children's records, planning documentation, evidence of suitability of adults working in the setting and a range of other documentation, including self-evaluation action plans.

## Inspector

Elisia Lee

## Full report

### Information about the setting

Brookburn out of school club was registered in 2007 and is on the Early Years Register and both parts of the Childcare Register. It operates from two rooms in Brookburn Primary School, Chorlton, Manchester. Children have access to a secure enclosed outdoor play area. The club is owned by BOSH a limited company who operate other provisions in the area. The club serves children who attend the host school.

The setting employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, three hold appropriate early years qualifications at level 2 and two members of staff are unqualified.

The club operates five days a week, term time only. Sessions are from 7.45am to 9am and from 3.25pm to 6pm. Children are able to attend for a variety of sessions. There are 163 children on roll attending for a variety of sessions, of whom 48 are in the early years age group.

### What the setting needs to do to improve further

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

- strengthen the information gathered in children's learning journeys by including clear details of their tracked progress and achievements, so that staff can consistently plan activities which complement the learning children receive at school
- enhance the routines at the beginning and end of each session in order to further support children's emotional well-being and improve transition as children enter the setting.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Teaching is good. Staff have a good knowledge of the Early Years Foundation Stage and plan a range of adult planned and child-initiated activities to extend children's interests. For example, staff have recently started supporting children in playing the guitar which is a direct result of children expressing their interests and needs. Staff support children's learning through purposeful interactions. For example, children take part in a creative activity of making princess crowns. Staff ask questions and initiate discussion on the concepts of colour, shape and pattern. In addition, children's critical thinking is supported

as staff pose questions, such as 'What would you do if you were a princess for the day?' As a result, children are actively engaged in their learning and make good progress. Staff follow children's interests and allow them to lead their play. For example, children play with beads and different containers, exploring the concept of 'full and empty', even though this is not the initial planned activity. Children use a variety of dressing up clothes and assign roles to one another as they act out different scenarios. Staff extend thinking further by asking children 'what is going to happen next?'

Interactions between children and staff are warm. Staff support children as they play and are interested in what they are doing. Children are settled and happy in the setting, exhibiting high levels of confidence. They freely express their needs, make requests and initiate discussions with adults. Children are encouraged to be independent. For example, children self select from the snack table, choose their own resources and hang their coats and bags up as they enter the setting. Staff offer support and appropriate challenge to children. For example, staff support children to use computers and to log on to the internet to play an interactive game based on numeracy. Development files are in place for all children in the early years age group and contain regular observations of children as they play. However, information gathered in children's development files do not always precisely follow children's developmental progress towards the early learning goals. This means that planned activities do not consistently complement children's individual learning in school. Staff have strong partnerships with staff from the onsite school and regularly share information on planned activities. As a result, children's needs are well met and they are well-prepared for future stages in their learning.

Parent partnerships are strong. Parents are warmly welcomed into the setting and often stay and chat with staff. Communication links are good. For example, daily verbal feedback is given, parents receive regular newsletters and parents can access the website. In addition, there is a designated mobile phone where parents can request last minute care or change arrangements by speaking directly to the manager. Staff work well with parents to support children's needs. For example, staff help older children with homework and offer resources to children to borrow and use at home if children have not finished an activity while at the setting. This compliments and provides consistency in what children learn at the school, the setting and home.

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

Children's emotional well-being is appropriately supported in the setting. For example, children explore role play and staff support children with personal care needs. A recent addition to the setting has been the development of a 'quiet area'. This is a screened area with floor cushions where children can relax, read or talk with their peers. However, routines when entering and leaving the setting do not always support children's needs to their maximum potential. These parts of the session can sometimes be disorganised and as a consequence children can take a little longer to settle.

A good key person system is in place, but all staff know children well. Staff are genuinely interested in listening to children. For example, there is a suggestion box where children can contribute ideas for planned activities. Children have a real sense of ownership in the

setting. Behaviour is good. Children listen to requests and instructions from staff and observe expectations which promote positive behaviour. For example, they know to listen carefully when the register is being taken and sit down while eating. Staff work well as a team and regularly share information about children's interests. Parents are kept well-informed about their child's needs and regularly share information with staff about what children like doing at home. As a result, children are actively involved in learning because activities support their current interests.

Children learn about healthy lifestyles through accessing the outdoors on a daily basis and eating a range of healthy options that are prepared for snack. Children are able to use the school outdoor areas on a daily basis to develop their physical skills. On the occasions that this is not possible due to poor weather, children can access resources inside, such as, pogo sticks and skateboards. These are used in one area of the hall so as not to be a hazard to other children who attend the setting. Children are offered a range of healthy options for snack incorporating fresh fruit and vegetables every day. Individual dietary requirements are catered for and children's requests are taken into account when planning menus. Children develop good hygiene practices through washing hands before snack and using the bathroom independently.

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

Staff have a secure knowledge of effective safeguarding practice. Staff are aware of the appropriate authorities to contact should they have a concern about a child's welfare. Staff can identify different changes of behaviour in children and signs to observe which may indicate that a child is in need of support. There are clearly written policies in place to ensure the safeguarding and welfare of children. These are implemented effectively to ensure children's safety and welfare. There are effective recruitment and vetting procedures in place to ensure that adults caring for children are suitable. All the required policies and procedures, including risk assessments and daily registers are in place. These are regularly reviewed and adapted as necessary.

Staff are well qualified and the setting has a very low staff turn over. In the event of staff not being able to attend a session, contingency plans are in place whereby the manager can access suitably qualified bank staff. Training opportunities are accessed through the local authority and the manager attends network meetings with other managers of settings in the BOSH chain. In addition the staff attend training events with teachers from the onsite school which means that staff can discuss practice with other professionals. There are good procedures in place for effective selection and recruitment. Staff are supported by induction procedures, informal appraisals and supervisions. In addition, an area manager visits the setting regularly to monitor practice. This gives the opportunity for management to regularly meet and identify areas that require further development. There are clear improvement plans in place which include, developing outdoor resources, ensuring that activities are differentiated according to age and attending refresher training on the Early Years Foundation Stage.

Partnerships are strong and help to support children's needs effectively. Frequent

discussions with parents and staff from school allow information to be shared about children's care and learning activities. For example, the manager regularly liaises with staff from the school reception class to discuss planned activities so that experiences in the after school setting complement what children learn during the day. As a result, children develop confidence and are well supported both in the setting and as they move classes and prepare for the next stage in their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement            | Description  |
|---------|----------------------|--|
| Grade 1 | Outstanding          | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.   |
| Grade 2 | Good                 | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.   |
| Grade 3 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.   |
| Grade 4 | Inadequate           | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.   |

## Inspection

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.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY355326                 |
| <b>Local authority</b>             | Manchester               |
| <b>Inspection number</b>           | 951255                   |
| <b>Type of provision</b>           | Out of school provision  |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 60                       |
| <b>Number of children on roll</b>  | 163                      |
| <b>Name of provider</b>            | BOSH LIMITED             |
| <b>Date of previous inspection</b> | 17/11/2011               |
| <b>Telephone number</b>            | 0161 8818880             |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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Manchester  
M1 2WD

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