

# Bright Futures Kids Club

Gascoigne Primary School, Gascoigne Road, Barking, IG11 7DR



<b>Inspection date</b>	10 May 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- The manager and staff have a good knowledge and understanding of how to promote children's health, safety and security.
- Staff establish good partnership working with the school staff, and with other professionals and agencies, to help all children progress well in their development and learning.
- Children behave well and staff use praise to promote good behaviour. They use good methods to make sure that children understand the high expectations for their behaviour; for example, they encourage children to help in setting the club's rules.
- The manager makes good use of the self-evaluation process, including parents' views, to identify and target priorities for improvement.

### It is not yet outstanding because:

- At times, the storage and organisation of books do not enable children to make their own choices to enhance their independence.
- Children do not have the best opportunities to select from a variety of resources to fully support their enjoyment and involvement in imaginative play.

## What the setting needs to do to improve further

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

- improve the organisation of the room and storage to enable children to have easier access to resources and make their own choices, to promote their independence even more effectively
- provide even more resources to support children's imaginative play.

### Inspection activities

- The inspector had discussions with the provider about the leadership role and practices.
- The inspector spoke to the staff and children at appropriate times.
- The inspector observed the interaction of staff with the children.
- The inspector sampled a range of documentation and records.
- The inspector took account of the views of parents spoken to at the inspection.

### Inspector

Jennifer Liverpool

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Recruitment procedures are strong and all staff members undergo thorough checks to ensure they are suitable to work with children. The manager reviews the safety procedures after an incident or injury to avoid a repetition of accidents. She reviews the record of risk assessments to enable children to play in a safe environment. Staff know precisely how to proceed if they have any concerns about the welfare of a child. Most members of staff hold current first aid certificates, so know how to respond if there is an accident. The manager supports staff practice effectively through an induction programme, regular team meetings and support sessions. She also encourages the professional development of staff, which has a positive effect on children's well-being and learning. Staff work cooperatively with parents and share information between the club and home in order to ensure continuity of care for children. Parents spoken to say that their children enjoy attending the club and that they are happy with the good-quality care that their children receive.

### Quality of teaching, learning and assessment is good

Staff use the information they receive from parents and teachers about the children's development, and from their own observations, to promote children's learning effectively. Children take part in a stimulating range of activities that they enjoy. For example, they talk eagerly during group sessions about themselves, their families, and activities at school. Staff interact well with children to encourage their listening skills and confidence when speaking in a group. Children show interest in learning to write. Staff offer children useful support to help them with their writing skills. They encourage children to use the skills they learn in school, for example, addition and subtraction. Children have regular access to a computer and demonstrate skills in using the computer independently.

### Personal development, behaviour and welfare are good

Children settle quickly when they enter the club and any who need support receive it. They quickly establish warm relationships with their key persons and others. Children gain a good understanding of how to keep themselves safe. For example, they regularly practise the emergency procedures with staff and respond to requests to walk and not run indoors. The staff promote children's understanding of living healthy lifestyles effectively. For example, they provide children with a range of healthy snacks that help them to develop good eating habits. Children participate in a wide range of activities that promote their physical development. For example, they play energetic team games, and learn to skip and to play golf.

## Setting details

<b>Unique reference number</b>	EY482433
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	998421
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Angel House Nursery Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07956601491

Bright Futures Kids Club first registered in 2008 and re-registered in 2014. The club is situated within Gascoigne Primary School in Barking, in the London Borough of Barking and Dagenham. The club opens each weekday from 7.30am to 9am and from 3.15pm to 6pm, during school terms. There are five staff employed; of these, one holds early years professional status and three members of staff hold relevant qualifications to level 4.

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