

# The Bungalow

Glusburn CP School, Colne Road, Keighley, BD20 8PJ



## Inspection date

3 July 2018

Previous inspection date

13 January 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The key-person system is not used effectively enough to ensure that children's care is tailored to their needs. Parents are not aware of the importance of a key-person system or of who their child's key person is. As a result, children's continuity of care is not fostered to the full extent.

### It has the following strengths

- Self-evaluation takes into consideration the views of parents, staff and children effectively.
- Children are happy and settled and enjoy their time in the setting. They have warm trusting relationships with staff.
- Children's behaviour is good. They are kind and considerate to one another and they share and take turns well. Staff use lots of praise and encouragement, which boosts children's self-esteem and confidence.
- Children have access to a wide range of activities, indoors and outdoors, that reflects their interests. They have space to relax and chat with friends after a busy day at school.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
■ improve the key-person system to ensure that children's care is tailored to their needs and that all parents are aware of who their child's key person is, and their role.	17/07/2018

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector had discussions with the management team, staff and children. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.

**Inspector**  
Helene Terry

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Children enjoy their time at the club overall; however, routines and experiences do not consistently reflect the needs of the youngest children as well as possible. The arrangements for safeguarding are effective. Staff have an appropriate knowledge and understanding of how to protect the children in their care. They understand the procedures to follow should they have concerns about children's welfare and they attend regular child protection training to keep their skills up to date. Staff supervise children appropriately and carry out regular risk assessments to promote their safety. Recruitment and vetting procedures are sound to ensure that staff are suitable to work with children. Regular supervisory and appraisal meetings are held to identify staff's training and development needs. All staff have recently completed further training in playwork to benefit the children.

### **Quality of teaching, learning and assessment requires improvement**

Key persons do not gain information from parents to help them adapt experiences and activities to specifically reflect the abilities of the children in the early years age group. However, staff use spontaneous opportunities to support children's development, and they generally follow their interests well. Staff recognise that children develop skills through play and support them appropriately. For example, children learn new words as they construct using recycled material and learn about the differences between a monocle and glasses. Children develop their physical skills as they play ball games, such as football and tennis. They are engaged and motivated as they explore using their senses when they make slime in the mud kitchen. They also learn about changes over time as they grow fruit and vegetables in the allotment.

### **Personal development, behaviour and welfare require improvement**

The key-person system does not work effectively enough. The system is not explained to parents and they are not informed of who their child's key person is. This means that information is not shared effectively enough to ensure that each child's care is tailored to their individual needs. However, children are confident and develop appropriate social skills and form close friendships with others. Self-care skills are encouraged and independence is promoted. Children eat a broad range of healthy, well-balanced meals and snacks prepared on site. They have access to fresh fruit throughout the sessions and enjoy harvesting and preparing the fruit that they grow in their allotment. Children have good opportunities to play outdoors in the fresh air to exercise and explore.

## Setting details

<b>Unique reference number</b>	EY467881
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1060962
<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>	3 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Out of School Club Partnership
<b>Registered person unique reference number</b>	RP532972
<b>Date of previous inspection</b>	13 January 2014
<b>Telephone number</b>	07850969068

The Bungalow registered in 2013. The out-of-school club employs four members of staff. All staff hold appropriate early years and playwork qualifications at level 3 or above. The out-of-school club opens Monday to Friday from 7am to 9am and 3.30pm to 6.30pm term time and 7am to 6.30pm during school holidays.

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.

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