

# Bridge Community Church After School Club

Bridge Community Church, Rider Street, LEEDS LS9 7BQ



<b>Inspection date</b>	11 October 2018
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 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

### The provision is good

- Management and staff skilfully include children in making decisions about the club. For example, they have implemented a children's council. Children are nominated and elected to chair the council each term. They discuss what changes they would like to make to the provision and food menus. The manager carefully considers children's views and incorporates these in the improvement plans.
- Staff and managers have consistently high expectations of children attending the club. Children are engaged and focused during play in the stimulating and welcoming environment staff prepare for them.
- Partnerships with parents are effective. Parents praise the quality of service the staff and management provide for children. They feel very well informed about their child's day and compliment the key-person system used to consistently support children during transitions between schools and the club. Children feel safe and secure.
- Children are very well mannered and considerate towards one another. They collaborate in group activities and share resources well. Children are happy and settled.

### It is not yet outstanding because:

- The manager has developed effective systems to seek the views of parents and children in the evaluation of the setting, but does not include staff as well as possible in this process.

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

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

- focus more precisely on embedding staff supervisions to ensure their views are considered in the evaluation of the setting.

### **Inspection activities**

- The inspector had a tour of all areas of the premises children use, including the outdoor areas.
- The inspector spoke to parents and children throughout the inspection and considered their views.
- The inspector had discussions with staff throughout the inspection and considered their views.
- The inspector observed interactions between children and staff throughout the inspection. She evaluated the effectiveness of the planned provision and the quality of play opportunities for children.
- The inspector carried out a meeting with the club manager and reviewed the suitability and qualifications for all those who have access to children. She reviewed policies, procedures and other records regarding health and safety.

### **Inspector**

Jennifer Dove

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the importance of taking swift action should they have a concern about a child's welfare. They complete safeguarding training and receive regular coaching from management. This helps to ensure staff remain vigilant to current safeguarding concerns. Management complete thorough suitability checks for all those who have access to children. Children's safety and well-being is considered well. The manager has implemented effective risk assessments to ensure all areas of the premises are safe and suitable for children. Management regularly seeks parents feedback through questionnaires and carefully considers the information received in the clubs improvement and provision plans.

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

Interactions between staff and children are strong. Staff understand how children learn best and skilfully join in with their play. Staff sensitively support children during group activities. They listen and respond to children's ideas in play and praise them for their good work. Staff carefully consider children's interests and incorporate these well in the provision plans. For example, children have a large computer suite which they can use to complete their homework. Children have access to a quiet zone with comfy sofas to relax after a busy day. There are football tables and board games for children to use for group play. Children engage in role play using multicultural clothing and re-enact real-life scenarios as they prepare foods in the kitchen area. Children delight as they complete group activities and games on the interactive computer board. The manager arranges for children to have a visit from emergency services. Children learn about the special roles professionals have in the community and how they help to keep people safe and healthy.

### Personal development, behaviour and welfare are good

Staff are skilled at supporting children to develop respect for other people and communities. For example, children are included in writing rules for the club and display the work they complete in the setting. They share their thoughts and ideas on anti-bullying campaigns and discuss these in council meetings. Differences between people and communities are celebrated well as children make portraits of themselves and display these on the welcome board. Parents are invited into the club to talk about special festivals as they occur throughout the year. Children participate in activities to mark these festivals, such as trying new foods, wearing special clothing items and participating in dance rituals. Children develop a strong sense of themselves and their community through these carefully organised events. Children have a variety of healthy meals prepared for them. They talk about the importance of keeping themselves healthy through good hygiene routines and eating a variety of healthy foods. Children have access to a wonderful outdoor play area which is shared with the neighbouring school. Children develop their physical skills using climbing equipment and exploring their senses in the sensory garden and the natural environment in a small woodland area. This helps children develop an understanding of the world around them.

## Setting details

<b>Unique reference number</b>	EY536378
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10060251
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	45
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Life Connections
<b>Registered person unique reference number</b>	RP536377
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07821942394

Bridge Community Church After School Club registered in 2016 and operates as a charitable company. The club employs six members of childcare staff. Of these, five hold appropriate early years qualifications, four at level 3 and one at level 2. The club opens from Monday to Friday, all year round. Sessions are from 3pm until 6pm during term time. The club opens Monday to Thursday, from 8am until 6pm and Friday 8am until 5.30pm 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.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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

