

# Brighter Futures Before & After School & Holiday Club

Stanley Road Primary School, Stanley Road, Worcester WR5 1BD



<b>Inspection date</b>	11 April 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b>	<b>1</b>
		Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### This provision is outstanding

- The club benefits from a provider who is knowledgeable, hands on and supportive. She has a clear vision for the club and is genuinely committed to ensuring that children receive an exceptionally high level of care and enjoyment when they attend.
- Staff teach children how to keep themselves safe. Anti-bullying and Childline posters are displayed and children can access additional information about keeping safe within a children's folder, should they wish to. Children take part in risk assessments. Staff teach children about safety and help them to realise, analyse and prevent risks. Children write their own risk assessments for activities with the help of staff, such as when using cocktail sticks. Staff remind children during their play to take measured risks while also thinking about the consequences.
- Staff have regular supervision meetings and appraisals. They meet at the start and end of each day to discuss what they are doing and evaluate how the session has gone. They provide ideas and feedback to each other if they identify areas for improvement. The provider monitors staff's practice and feeds back to them about what they do well and what they can improve. All staff are qualified to a high level and the provider encourages them to attend training that will further their knowledge and benefit the children who attend.
- Children are totally involved in the running of the club. They sit on a children's council and offer ideas and suggestions about how the club can improve. They can look at a digital frame with photographs of activities and choose any that they wish to repeat or take part in if they took place on a night when they did not attend. A suggestions board is available for children to write or draw any ideas on that they have for activities.

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

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

- consider even more ways to enhance the already excellent support for children who speak English as an additional language.

### **Inspection activities**

- The inspector observed the quality of resources and interactions between staff and children during activities indoors and outdoors and assessed the impact this has on children's enjoyment.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, including children's details and evidence of the suitability of staff working in the club.
- The inspector spoke to children and some parents during the inspection and took account of their views.

#### **Inspector**

Rebecca Johnson

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. The provider and staff have an extensive knowledge of safeguarding. They are fully aware of the procedures to follow should they have any concerns about a child in their care. All staff have completed comprehensive training, including how to prevent children from being drawn into extreme situations. The provider and staff are keen to improve and actively seek the views of others to help them evaluate the service they provide. This includes feedback from school, the early intervention family support worker, parents and children. The provider has identified that she would like staff to consider even more ways to enhance the already excellent support for children who speak English as an additional language. Partnerships with the host school are exemplary and ensure continuity in children's care and learning. Parents are fully involved and informed about what their children do at the club. They are provided with copious amounts of information before their children start, detailing the activities children will take part in and the resources available. Parents speak highly of the club. They comment that children love attending and learn new skills that they don't learn at home.

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

The environment is well laid out and totally accessible for children. The club is organised into zones, which staff change depending on the children who are attending and their interests. For example, the main zone may be a theatre for children who are interested in drama and dance or a challenge zone with more thought-provoking games and tasks. Children experience and take part in exciting and innovative activities. For example, they blow up balloons by placing them over a bottle which contains yeast mixed with warm water. Children take part in craft activities. They make carrots from pieces of card that they measure using a ruler. Staff provide children with interesting facts during the activity. They tell children that carrots were originally purple and that it is the minerals and vitamins in carrots that help you see in the dark.

### Personal development, behaviour and welfare are outstanding

Children form close relationships with staff. They are eager to share information with them and include them in their games. Younger children settle quickly into the club and show confidence and exuberance to take part in the activities. Children's behaviour is exemplary. Club rules are written by the children and they remind each other of these throughout the session. Children gain a knowledge of the world about them. They learn about many different and unusual celebrations and festivals, such as Songkran, a time for young people to show respect to their elders, and Rabbit in the moon, a Chinese festival. Children's health is very well promoted. They spend much time outdoors every day. They relish taking part in an Easter egg physical challenge. They hunt for the eggs that staff have hidden and read the challenge that is written on the back. Children excitedly shout as they find an egg and imitate the action with much vigour and enjoyment as they leap like spring lambs, wriggle like tadpoles and flutter like a butterfly. Children thoroughly enjoy taking part in a sugar cube challenge. They transfer sugar cubes from one container to another using chopsticks while a member of staff times them to see who can do the most in two minutes.

## Setting details

<b>Unique reference number</b>	EY541827
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10089632
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	5 - 11
<b>Total number of places</b>	16
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Brighter Futures Before And After School And Holiday Club Limited
<b>Registered person unique reference number</b>	RP535838
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07741454984

Brighter Futures Before & After School & Holiday Club registered in 2016. It is one of two settings owned by a limited company. The club employs seven members of childcare staff, all of whom hold appropriate qualifications at level 3 or above, including one who holds level 5. The club opens from Monday to Friday during term time. Sessions are from 3pm until 5.45pm. There are close links with the school where the club is located.

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