



Bright Kids at Studley Infants

Inspection report for early years provision

Unique Reference Number	EY339053
Inspection date	28 February 2007
Inspector	Sally Wride
Setting Address	Studley Infant School, High Street, STUDLEY, Warwickshire, B80 7HJ
Telephone number	01527855109
E-mail	brightkids@supanet.com
Registered person	Millennium Bright Kid Company Limited (3581874)
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Bright Kids at Studley Infants opened in 2006. It operates from four rooms within Studley Infant School in the village of Studley in Warwickshire. It is an out of school club which serves the local area and has strong links with local schools.

The setting is registered to care for a maximum of 40 children from 4 to 8-years-old. There are currently 19 children from 4 to 11-years-old on roll. Children attend for a variety of sessions. The setting has procedures in place to support children with learning difficulties and/or disabilities, and who speak English as an additional language.

The group opens five days a week during school term times only. Sessions are from 15:20 until 18:00. There are two members of staff who work with the children. Both members of staff have early years qualifications to National Vocational Qualification level 2 or 3. One member of staff is currently working towards a level 4 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an inviting, clean and well maintained environment. Their self-care skills and independence is encouraged as they see to their own personal hygiene and understand why good hand washing is important for their health. Positive steps are taken by staff to ensure that children are well taken care off if they become ill whilst in attendance at the setting. All of the required health documents are in place and are effectively maintained.

Children have the opportunity to rest and relax after a busy day at school. They access art and craft activities, read books and spend time chatting to staff and their peers. They learn the importance of leading a healthy lifestyle through regular opportunities for outside play and indoor physical play activities. They use the large school hall for games of football, dodge ball, cricket and tennis and enjoy running around and using a range of sports equipment in the playground and on the playing field.

Children are well nourished, enjoying healthy snacks each day that they often help to prepare. They are well hydrated as fresh drinking water is readily available. Their individual dietary requirements are well met as staff have gained this information through consultation with parents and plan and provide snacks accordingly. Snack times are relaxed and social occasions when the children and staff sit together around the table to enjoy their food and each other's company. Children learn about the benefits of eating a healthy diet through activities provided and also through discussion. During cooking activities, they discuss foods that are most and least healthy and recognise that eating fresh fruits and vegetables will keep them well.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises that are welcoming to both them and their parents. It is bright and stimulating and enriched with displays of their art work that they have created whilst at school. They are looked after in areas that are safe and free from hazards. Risk assessments have been conducted and daily safety checks of toys and equipment help to ensure safety standards are maintained.

Children use a good range of safe, good quality and developmentally appropriate resources. These are well-organised in child height storage units and their independent access is encouraged. They confidently initiate and extend their own play and learning activities and spend time concentrating on their chosen activity, having fun with their peers.

Children are effectively supervised during school collections and as they move around the premises. Their understanding of how to keep themselves safe is developed through discussions about stranger danger and road safety. Their well-being is safeguarded because all staff have a clear understanding of their roles in relation to child protection. They have a sound understanding of the known indicators of child abuse and the action that they should take in the event of a concern about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy and speak positively about their time at the setting. One child explained 'I don't know what my favourite thing to do is because I've got so many'. They are actively involved in helping to plan the range of worthwhile activities that are on offer and recognise that their ideas are important and valued. They are confident, happy and at ease in the company of trusted staff and with their friends. They benefit from staff involvement and interaction in their play and cooperate well with their peers, happily sharing and taking turns.

They play board games such as Chess, Monopoly and Connect Four and sit for prolonged periods completing age-appropriate jigsaw puzzles. They spend time colouring, drawing and sticking, often adding intricate details to their work. They use their imaginations well as they play with small world toys and engage in teacher and pupil roles when acting out school lessons. They spend time conversing with both the staff and the other children. They chat about their day and tell jokes, which leads to lots of fun and laughter. They participate in regular cooking activities and make salad tortilla wraps, pasta bakes, sweets, cakes and biscuits. They are able to use the school's computer suite facilities, with directly supervised access to the internet. They are able to complete homework activities, in agreement with their parents and benefit from occasional opportunities to watch limited amounts of age-appropriate television for rest and relaxation times.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well catered for and staff know them well. The children are able to make choices about the activities that they would like to take part in but there is a clear gender divide within these choices. Staff do not actively encourage children of both sexes to participate in all activities, which means that they do not always have the opportunity to access the range of experiences available, such as football and role play. The children have access to a developing range of resources that promote positive images of diversity. They take part in art and craft and cooking and tasting activities that help them to develop an understanding of other countries and cultures, such as Chinese New Year. Currently there are no children with learning difficulties or disabilities attending the club. The premises are physically accessible, and through their interactions with children, staff show they are receptive to individual needs. Children's specific care requirements are understood by staff, as information is obtained about their health, medical or dietary needs.

The children behave very well and enjoy warm praise and encouragement from the staff. They have formed good relationships with their peers and happily play together. They are proud to receive stickers to put on their star chart, counting how many they have 'earned'. They show care and concern for each other and happily share their toys. The staff work well together to ensure that behaviour management strategies are clear and consistent and respond quickly to any incidents that arise. The children have helped to develop a set of club rules that staff reinforce with gentle reminders. Effective partnerships have been formed with parents who are well informed of their child's care and the activities offered. Parents and staff enjoy daily exchanges of information to ensure that they are all well informed. The setting's range of

policies and procedures are always available for parents to view and planned activities are displayed on the club's notice board. Parents are encouraged to share their views about the setting through yearly questionnaires and ongoing discussions with staff. Children also complete questionnaires about their favourite and least favourite aspects of the club.

Organisation

The organisation is good.

Children are looked after by suitable staff who have been vetted, and who have appropriate qualifications and experience. Staff work well together to enable children to feel comfortable and relaxed. They organise worthwhile activities and interesting resources which children enjoy. Children benefit from staff involvement and interaction in their play. They work directly with the children, engaging them in conversation and ask them questions to encourage their thinking.

Children benefit from the effective organisation of the space available to them and their resources. They have easy access to their playthings and freely move between well spread out activities. All of the required documentation which contributes to children's health, safety and well-being is in place, carefully stored, well-organised and effectively maintained. They are regularly reviewed and are only accessed by staff, ensuring that confidentiality is respected. The range of policies and procedures work in practice to promote children's health, safety and well-being. They are regularly reviewed and updated to ensure they reflect current good practice and professional advice. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider ways to develop activities in which both boys and girls are encouraged to participate.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk