

Bleasby After School Club

Inspection report for early years provision

Unique reference number EY382694
Inspection date 29/04/2009
Inspector Ros Church

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Bleasby After School Club opened in 2008. It is managed by a committee of parents of children who use the club. It operates from Bleasby Church of England School in Nottinghamshire. The club have use of Class 6, the school hall and toilet facilities. All children share access to a secure enclosed outdoor play area. Children attending the school use the club. The club is open each weekday from 15.30 to 18.00 during school term times.

A maximum of 24 children may attend the club at any one time. The club is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. There are currently 24 children aged from four to 10 years on roll.

The club employs three members of staff; two hold appropriate early years qualifications and one member of staff is working towards a qualification. The club receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff create a safe and welcoming environment where all children are included. Children play and learn in an environment that effectively meets their individual needs and helps them to make progress in their learning and development. Staff take account of children's interests and actively encourage them to choose the themes and activities; this helps the children to feel part of the group. The setting is in the early stages of developing systems for monitoring and evaluating the provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the system of self-evaluation and informed discussion to identify the setting's strengths and priorities for development.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a record of the risk assessment is in place for indoor and outdoor areas, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).

13/05/2009

The leadership and management of the early years provision

Safeguarding procedures ensure children are safeguarded. For example, robust recruitment and induction procedures and a commitment to ongoing training ensure that children are well cared for by caring and knowledgeable staff. Staff have a secure understanding of the safeguarding procedures and know how to implement them to protect children and promote their welfare. Visitors to the setting are escorted at all times to ensure children's safety. Staff are pro-active in helping children to understand how to keep themselves safe. For example, a visit from an organisation gave children information on safety when riding bicycles. Procedures and practices within the setting help to minimise hazards. For example, staff carry out daily checks of areas used by the children to ensure their safety and security, and good supervision is in place. However, a record of risk assessments is not in place for the areas used by the children.

All essential information is recorded to support children's health and welfare and documentation is kept up-to-date and confidential. Policies and procedures are made available to parents and carers through an information pack, the parents' notice board and regular newsletters. This helps them to be aware of the care and activities which are offered to their children and are informed about the club's business practices. Staff work closely with the parents and the school to gather information on children's individual needs and care. They offer verbal feedback to the parents each day on children's welfare and the activities they have been involved in. There are some systems in place for monitoring and evaluating the provision. For example, feedback is encouraged from parents, and staff appraisals are carried out. However, monitoring and evaluation systems are not fully effective to ensure documentation, which includes the operational plan, is kept up-to-date.

The quality and standards of the early years provision

Children settle well into the club when arriving after school. They have warm and friendly relationships with staff, where they engage them in conversation and seek out their company such as asking them to take part in games. Staff are good role models, they show children respect and listen carefully to them, showing they value the children's contributions. Children share and take turns with the equipment and play cooperatively together. Older children are actively encouraged to show care and concern for younger children. Staff encourage children's good behaviour and achievements, through praise and rewarding them with stickers and achievement certificates.

Children enjoy a wide and varied range of activities suited to their interests and stage of maturity, helping to support their development across all areas. They have access to both quiet activities and more vigorous play, both inside and outside. For example, they enjoy a broad range of activities which encourage children's physical development, including a weekly gymnastics session. They participate in creative activities, including art and crafts, music and drama, such as making puppets and presenting a puppet show for the rest of the children within the club. Children enjoy looking at books, alone or together; they select from a good range of books,

which they handle with care and respect. Visitors to the setting help to develop children's interests and skills. For example, children learn about flower arranging through a planned visit from a florist, or they learn about batik from an artist's visit. Children's sense of belonging within the group is promoted as they choose the themes and activities which they are interested in. They also help to decide on the rules of the group and the type of snacks provided.

Children learn about healthy eating as a good range of nutritious teas are provided after school. For example, chicken, wraps and salad or pizza and vegetables. Children can access drinks of water, milk or juice as they require, ensuring they do not become thirsty. Staff are aware and meet children's individual dietary requirements as they work well with the parents. Activities further promote children's understanding of healthy eating and these include baking and making fruit or salad kebabs. Good hygiene routines followed by the staff and children help to prevent cross infection. Any medical or learning difficulties are noted and supported as necessary to ensure that no child is excluded.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met