

BOSH4 - St. Hilda's OSH Club

Inspection report for early years provision

Unique reference number EY390159
Inspection date 13/10/2009
Inspector Barbara Christine Wearing

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Bosh 4 St Hilda's OSH club was registered in 2009. It operates from St Hilda's primary school in Firwood an area of Trafford. Children have access to the school hall, a classroom and a library area. There are secure outdoor play areas in the school. The club is owned by BOSH a limited company who operate other provisions in the area. The club serves children who attend the primary school and St Teresa's primary school in the local area.

The club is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Registers. A maximum of 40 children between the ages of three and eleven years may attend at any one time, of whom no more than 15 may be in the early years age range. There are currently 15 children on role in the early years age range who attend for varying sessions.

The club operates before school from 7.45am until school starts and after school from 3.15pm to 6.00pm Monday to Friday term time only. The club supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Well organised and comprehensive policies, procedures and records are in place which ensure that children's individual needs are known and met and their well being is promoted. Systems for observation, assessment and planning are in their infancy. When children engage in free play between the indoor and outdoor play areas, they are busy and become engrossed in their play. However, the organisation of the beginning of the session results in children becoming restless. Staff within the club work with parents, children and Sure Start to identify areas for continual improvement and develop the provision in response to their views and wishes.

What steps need to be taken to improve provision further?

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

- review the organisation of the beginning of the session to ensure that children are occupied and welcomed into the group
- provide a wider range of toys and resources for children to choose from
- continue to develop the systems for observation, assessment and planning, ensuring that it highlights next steps in children's learning and shows how staff will support children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Robust recruitment and vetting procedures are in place to ensure the suitability of staff. A thorough induction procedure and regular staff meetings and appraisals ensure that staff have a clear understanding of the clubs policies and procedures, thereby safeguarding children and promoting their welfare. The directors work closely with the play work manager to ensure that all policies are kept up to date and that all staff are informed of changes to them. Staff are clear of their responsibilities with regard to child protection and the designated person attends regular training.

Staff are deployed appropriately throughout most of the session. However, the organisation of the beginning of the session results in children becoming restless as they sit at tables waiting for their snack and then wait before they are able to go outside or access the adequate selection of toys and resources made available indoors.

The club actively promotes equality of opportunity. Staff support children in accessing all resources during the play session and are sensitive to the needs of younger children, less confident children and those with disabilities. Children develop a respect for themselves and each other as staff provide positive role models to them and discuss and challenge language or comments that are offensive or re enforce stereotypes. Children are able to attend clubs within the school before they come to BOSH, allowing them to be fully included in school activities.

Various systems are in place to evaluate the effectiveness of the provision in meeting outcomes for children. These incorporate the views of parents and children through the use of suggestion and worry boxes that the children have made. A thorough self evaluation has been carried out and accurately identifies strengths and areas for development.

The play work manager has initiated links with staff delivering the Early Years Foundation Stage (EYFS) in the school that the club runs from. This enables the club to compliment learning that is promoted within the school and to maintain consistency. Information regarding the club is shared with parents in a variety of ways including the notice board, newsletters, verbally, e-mails and via the club's website. Information is obtained from parents and recorded to ensure that children's individual needs are known and catered for. However, little information is gathered or recorded regarding children's starting points when they begin at the club. Feedback regarding children's development or achievements at the club and at home is given verbally. Parents views are sought and acted upon, as demonstrated by the opening of the breakfast club in response to parents requests.

The quality and standards of the early years provision and outcomes for children

Staff have begun to record observations of children and are developing a system to use these to assess children's learning and inform planning. Children are involved as they complete an 'all about me' sheet with support from staff. This shows how children are valued within the club.

When the children are engaged in free play they are confident in making choices from the selection of activities available and become engrossed in their play. Children happily spend time playing on their own, with friends and with the support of staff. They particularly enjoy physical activities outdoors and develop excellent large muscle skills. A child carefully balances along a beam under the watchful eye of a member of staff who allows the child the freedom to develop these skills and take risks within a safe environment. Children therefore develop the confidence and desire to set themselves challenges and skills to keep themselves safe. Staff provide children with a range of fabric outdoors which children use to create a den inside a wooden barrel. While hiding in the den they demonstrated their communication skills as they chat freely to each other, using their imagination and planning where to put items in their 'house'.

Staff take opportunities to ask children questions to extend their learning, particularly with regard to counting and colours. They ask how many children are in the den and how many times a child spins the hoop on their arm. Children develop their confidence and relationships with staff when spending time interacting with them at their chosen activity. They chat comfortably to each other about the resources they are using and staff name items in response to children's questions. Children take pride in their art work as they make pictures using marbling inks.

Children develop habits and routines for a healthy lifestyle. Staff remind children to wash their hands before they have their snack and support them as appropriate. Children enjoy sandwiches and make healthy choices from a selection of fruit at snack time. A healthy eating policy has been introduced in response to staff and parents wishes and as a result most foods are organic and contain very little or no refined sugar.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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