

# Bisley Base

Inspection report for early years provision

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**Unique reference number** EY429384  
**Inspection date** 10/11/2011  
**Inspector** Debbie Newbury

**Setting address** 196 Guildford Road, Bisley, Surrey, GU24 9EP

**Telephone number** 01483 799 915

**Email**

**Type of setting** Childcare - Non-Domestic

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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

Bisley Base Ltd is a privately owned out-of-school club and holiday playscheme. It opened in 2003 and re-registered in 2011. The club operates from 'The Base', 196 Guildford Road, Bisley, in Surrey. Children have use of the main hall, a small side room and a separate building for arts and crafts. There is also a fully enclosed outside play area. The club serves the local area and caters for children attending Bisley Church of England Primary School and West End Holy Trinity School; children are collected on foot from Bisley Church of England, and by car from West End. Children attend for a variety of sessions. There are procedures in place to support children with special educational needs and/or disabilities, as well as those who speak English as an additional language.

Bisley Base is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 32 children from four years to under eight years of age at any one time. There are currently 70 children on roll from four to 11 years; of these, four children are in the early years age group. Bisley Base offers a breakfast club, after school club and a holiday playscheme. The breakfast club operates between 7.30am and 9am and the after-school club between 3pm and 6pm Monday to Friday during school term times. The playscheme operates between 8am and 6pm during some school holidays. There are 11 members of staff who work with the children, of whom five have appropriate qualifications. The setting receives support from the Early Years and Childcare Service and is also an active member of the Surrey Out of School Network. The club has its own website.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bisley Base offers an inclusive environment where children and their families are warmly welcomed. Children very clearly enjoy the time they spend at the club. Arrangements for ensuring all aspects of their welfare and learning and developmental needs are met are mostly very effective. The club is well placed to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- provide greater opportunities for children to pour their own drinks and serve their own food to build further on their independence and self-care skills
- monitor arrangements for ensuring the safety of hot appliances.

## **The effectiveness of leadership and management of the early years provision**

Staff have a secure understanding of safeguarding and their responsibility to take action in the event of any concerns. Effective recruitment, vetting and induction procedures mean that staff caring for children are suitable and have the appropriate experience, skills and knowledge. They take advantage of different training opportunities that arise. Management and staff work together as an effective team, which helps to ensure sessions flow smoothly and children are supported.

The environment is well organised; children can engage in active and energetic play, sit quietly and relax, or have room to sit and play or take part in specific activities. They are provided with a very good range of interesting and varied play materials and equipment, both inside and outside. Everything is easily accessible, enabling children to make decisions about what they do and follow their interests. There is a free-flow approach to outside play, so children who prefer to be outside are able to access this area readily. The new arts and crafts and imagination centre, which was erected in the summer, is bright and cheerful. It offers a separate dedicated area for children to engage in role-play and take part in different creative activities.

The provider is passionate about giving children a positive experience; on the club's website she identifies her aim as 'Providing a safe, fun and stimulating environment for our children to thrive in', 'somewhere children will want to go to after a busy day at school.' Systems for self-evaluation and reflection are good. These include regular staff meetings, completing ongoing evaluations and gathering the views of parents, children and external advisors. All of these methods help identify strengths and most areas for further improvement.

Parents are well-informed about the club and how their children spend their time. They have access to policies and procedures and receive regular newsletters. These contain useful information about any important dates. Parents are greeted warmly and are made to feel welcome when they arrive to collect their children. Parents are very happy with the club, the staff and the range of activities. Several noted that their children do not want to go home when they come to collect them. They comment that the owner is 'really helpful' and 'hugely approachable' and that 'it is really easy to contact her and she responds really quickly.' Children are delivered to and collected from two different schools. Staff establish links with the staff there to promote a shared approach to children's care, learning and development. These links are further aided, as some staff from the schools also work at the club.

Equality and diversity is promoted in a positive way. Children are welcomed as individuals, with everyone having equal access to the different resources and activities on offer. The use of posters and other resources reflecting positive images help children learn about similarities and differences and appreciate a wider world. The club welcomes children with special educational needs and/or disabilities; staff work closely with parents and other agencies and professionals

who support them, to ensure they are able to meet individual needs and that children are fully included.

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

There is a very lively atmosphere at the club, characterised by a buzz of conversation and lots of laughter. This remains a constant throughout the session. Children clearly enjoy themselves and respond with a very positive 'everything' when asked what they like about the club. Children arrive happily and are able to change from their school uniforms if they wish. They enjoy relaxed relationships with the staff and one another. Children from two different schools and varying ages attend, so they make new friends and learn to appreciate others' needs. Children are familiar with the expectations for behaviour. They willingly share resources and take turns, for example, when using the computers. They are encouraged to share their news and ideas. For instance, a group of children speak about their 'dog trust' and everyone listens and applauds when they finish. Children's self-esteem is fostered as staff offer praise and encouragement. Staff show interest in what children are doing; they facilitate their play and join in if requested.

Children enjoy a varied range of activities that cover all areas of learning. The 'art and crafts and imagination centre' is especially popular. Some children make origami dogs to support their 'dog trust' game, while others remain fully engrossed creating bead models. They explain that an adult will iron their completed designs for them as the iron is 'hot.' Some children choose to relax, snuggle up together on the sofa and watch DVDs. All children are encouraged to play outside every day, which ensures they benefit from fresh air and exercise. The garden area is extremely well equipped, with lots of interesting apparatus on which to swing, climb and balance. However, opportunities for children to develop independence and self-help skills and therefore, gain useful skills for the future are missed. Children are not able to help themselves to drinks, as staff pour these for them. Children only have infrequent opportunities to prepare their own cold snack or serve themselves. Children are allocated a key person. Systems are evolving to monitor their achievements and progress and to plan for any identified steps in their learning.

Precautions to ensure children's safety are mostly very effective. Staff supervise children carefully and ensure the premises are secure. Staff control access to the premises and clear notices are displayed reminding children that only adults can open the door. Risk assessments are completed and daily visual checks of the premises done to ensure the environment is safe and ready to receive children. However, on the day of the inspection one of the heaters in the 'arts and crafts and imagination centre' was very hot to the touch, due to an oversight in the checking measures. Children are familiar with the fire drill procedures and practise these regularly. Those children who walk back from school wear high visibility jackets, ensuring that they can be easily seen. Visits from the local community police support officer aid their understanding of how to keep themselves safe. The

officer talks to the children about such topics as 'stranger danger', keeping safe and road safety.

Children adopt healthy habits, such as washing their hands before they eat. They take their shoes off when they are in the main hall and understand that this is to help keep the carpet clean. They have a biscuit on arrival at the club after school and are then provided with a further snack later on. They choose from hot or cold options, which include beans on toast, noodles, and a sandwich or wrap.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

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