

# Mrs B's out of School and Holiday Club

Inspection report for early years provision

---

<b>Unique reference number</b>	EY439069
<b>Inspection date</b>	15/05/2012
<b>Inspector</b>	Beryl Witheridge

<b>Setting address</b>	More Park RC Primary School, Lucks Hill, WEST MALLING, Kent, ME19 6HN
<b>Telephone number</b>	07887537870
<b>Email</b>	admin@mrsbdaycare.com
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Mrs B's Day Care opened in 2011. It operates from More Park RC Primary School, West Malling in Kent. All children have access to a secure outdoor play area. The setting is open five days a week from 7.30am to 8.45am before school and after school from 3.15pm to 6.30pm. The setting also opens during the school holidays from 7.30am to 6.30pm, closing for one week during the Christmas holidays and other Bank holidays.

A maximum of 30 children aged between 4 and 8 years may attend the setting at any one time. There are currently 38 children aged from four to under 11 years on roll, of these nine are in the early years age group. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a local catchment area.

The out of school/holiday club employs four staff. Of these three of the staff, including the manager hold appropriate early years qualifications. There is one member of staff working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff offer a warm welcome and make sure they know and address the individual needs of each child. Staff carry out written observations and assessments of the children, but they do not always identify next steps that lead future planning for individuals. Children within the early years age range are well supported and enjoy their time with staff and older children. Children's safety is compromised when risk assessments of the premises do not clearly identify hazards. Staff regularly discuss areas for improvement and show a capacity to improve. Partnerships with parents and other settings work well to support continuity of care.

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

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

- complete the daily risk assessment to ensure that children do not leave the premises unsupervised and take steps to prevent intruders entering the premises. For example by ensuring the exits are secured before children arrive for each session. (also applies to both parts of the Childcare Register)(Safeguarding and Welfare) 15/06/2012

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

- provide daily opportunities to share and enjoy a wide range of fiction and non-fiction books, rhymes, poetry and stories
- use systematic observations and assessments of children's achievements, interests and learning styles to plan relevant and motivating play experiences for each child.

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

The staff consider children's safety through the written safeguarding procedures and supporting range of child protection guidance. They understand their role and responsibility towards the children and know who to contact if they have a concern. There are effective procedures for recruitment and vetting and staff never leave a child alone with anyone who has not had the appropriate checks. This helps to safeguard children at all times. A written risk assessment is carried out and additional daily checks help to minimise any risks to children's safety. However, staff do not always complete the risk assessment in a timely fashion. The school doors and gates may be left open after the school children go home; and are not always made secure before the children arrive for the out of school club.

The setting has only been open for a short time; staff are committed to ongoing improvement. They regularly discuss areas for improvement such as how to make better use of the premises and areas they have to share with the school. Other ideas include how to improve children's access to all resources and how to make the settling in period easier for new children. Parents have not yet been included in these discussions but staff are preparing a questionnaire asking for their opinions.

Resources are deployed reasonably well as staff extend and improve the range of equipment available for the children. These are mostly easily accessible enabling children to develop their independence. However children do not access the wide range of books as they are difficult to get to and not appealingly displayed. Activities are planned in advance taking account of the generic interests and ideas of the children. All children are included in all activities and practitioners include the younger children equally, as they interact with those who are older. Staff treat all children as individuals and know their specific needs and interests. Equality and diversity are recognised and are a fundamental part of the care and learning provided for the children. Staff monitor their practices to ascertain that they support the needs of all children. Children learn about diversity in society through taking into account each other's needs and backgrounds. Staff address the needs and wishes of all children and their families.

The setting has established links with the school and other settings in the surrounding area. The staff talk to the school about what activities the children are undertaking so they can continue them with the children. They also discuss and share children's individual development with them by providing a copy of the

children's observation and assessment records each term. The setting has developed a good rapport with parents. Parents receive information about the setting through a prospectus when they first start. They have access to the setting's website where they can keep up to date with any changes and can access the policies and procedures. Parents receive a copy of the observations and assessments for their child each term and are able to make comments about their progress. They feel their children enjoy coming and value the service provided. They describe the setting and staff as 'fantastic'. These partnerships help to support the children's needs and provide them with continuity of care

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

The staff support the children as they arrive eagerly after their school day. They encourage children to make decisions about what they want to do. They talk to the children easily about what they have been doing at school and how they are feeling. Children settle quickly to the different activities available to them. Staff encourage them in their play by taking a step back to let the children do their own work. If children need help or support, staff step in and help them. They do this when younger children are making models with the clay or designs with the beads. Staff are constantly talking to the children, asking them open-ended questions and helping them to develop their social and language skills. Younger children mix well with the older children. They play happily alongside each other whether involved in art and craft, imaginative play or physical activities. There is a lot of laughter and talk amongst the children at teatime. Older children take younger children under their wing, helping them when they are preparing their pizzas for tea or making their designs. The children enjoy each other's company and have a great rapport with each other and staff.

Staff promote children's independence, encouraging their team building skills. They know when to intervene and when to leave children to develop their own play. This helps to ensure that children get the right level of support in their learning and development. Children enjoy physical activity. They are able to use the school playground and equipment to help develop their physical skills. They are eager to play outside but as soon as they get out there is a torrential downpour of rain. They run back in excitedly talking about the rain and are fascinated by the sound of it on the roof of the classroom. They also enjoy using the games console, taking it in turns to pick a game. They get very excited when they score a goal and even more so when a member of staff manages to score one as well.

Staff are beginning to develop the written observations and assessments of the younger children. They observe what the children can do but are not evaluating this to identify next steps for individual children. Therefore, the planning is very generic and does not identify learning objectives for an activity or for a specific child. Staff speak to parents and the school to establish the starting points for each child so they can identify areas of learning where children may need support. Weekly written plans offer a range of experiences that cover each area of learning. Staff recognise children's current interests and wishes.

The setting provides healthy meal options that include snacks the children have asked for, as well as fitting in with the menus from the schools they attend. Children love to be able to help to prepare the food and are learning about healthy options and portion control. Staff know children's individual dietary needs and take these into account. Water is always freely available. Children learn about eating properly and keeping healthy. Staff introduce the children to good hygiene routines and lead the way by being good role models.

The staff have established their emergency evacuation procedures and practice them regularly with the children. Children are able to explain confidently the procedures to leave the building and the area they need to meet in the event of a fire. Staff remind children to walk carefully in the classroom so as not to fall or bump into each other. Children have been fully included in setting the house rules for the setting. Staff feel the children are more responsive to these because they have ownership of them. Effective behaviour management procedures involve children in decision-making and they learn to develop responsibility. They play cooperatively together and respond well to praise and encouragement. The children are courteous and hold the doors open for each other. Children feel safe in their environment, with the staff and with each other. Children learn to develop good levels of confidence and self-esteem. Overall, children build suitable skills for the future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and Welfare) 15/06/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and Welfare) 15/06/2012