

Skool Kidz @ Bathford

Avon Rugby Club, Bathford Hill, Bathford, Bath, BA1 7SN

Inspection date	21/02/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are very proud of attending the club, they are happy, behave well and develop exceptionally secure attachments.
- Very good partnerships with parents ensure staff fully involve them in their children's learning, which enables staff to meet children's individual needs effectively.
- Staff value children's contributions to the planning and provide a wide range of experiences so children remain motivated and excited to learn.
- Staff provide good support so that children continue to learn through playing and being active.

It is not yet outstanding because

- The staff have not yet fully established the partnership with other providers in order to know how to fully enhance children's development.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children in both the indoor and outdoor environments.
- The inspector checked all safeguarding information.
- The inspector held discussions with the manager.
- The inspector sampled the documentation, including policies and procedures, and children's development records.
- The inspector took account of the settings own self-evaluation, parents' questionnaires and discussions held with parents present during the inspection.

Inspector

Elaine Douglas

Full Report

Information about the setting

Skool Kidz @ Bathford is one of a group of seven out-of-school care clubs privately owned in the Bath area. It opened in 2012 and operates from one main room in Avon Vale Rugby Club. Children have access to the rugby field and the adjacent enclosed playground. It is situated in the rural village of Bathford, two miles East of Bath. The club is open each weekday from 3.15pm to 6pm term time only. Staff walk to collect children from Bathford

Primary School. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 40 children on roll from four years to 11 years, of these five are in the early years age range. The club supports children with special educational needs and/or disabilities. There are two members of staff, both of whom hold a level 3 early years qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the partnerships with other settings involved in children's learning, in order to more regularly share information that will further enhance children's development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children benefit from key persons who know them well, because they make regular observations of the children's development. Parents praise staff as they share good information on children's development, which enables parents to support their children at home. Currently, staff do not seek information from other providers sharing children's education, though they gather very good information from parents on children's starting points. This means that, overall, staff have a generally accurate understanding of children's skills and areas for development. As a result, they plan effectively to ensure children's continuous development and consequently all children make good progress.

Staff have a good understanding of effective teaching methods and use these to support children's learning. They provide good support so that as children play they continue to learn. They encourage children to think critically and suggest ways of solving problems. For example, one member of staff asks the children what they need to do to make pieces of construction join up and how they can make it more stable. Children then test their ideas to see if they work. Another staff member encourages children to sound letters in their name, as they use letter cutters in modelling dough. Children are inquisitive and ask questions, which staff respond to well. They encourage children to recall past events, so children use language to organise their thoughts. Children use descriptive words, for example 'goeey' when talking about exploring cornflour and water. Staff enable children to initiate their own learning. For example, children use a computer to design their own questionnaire for those new to the club. This not only promotes their IT skills but also involves them in monitoring the quality of the provision. Staff and children explore their

sense of touch and textures and one child suggests making jelly to see how it feels as it sets. Children learn from each other. For example, when one child is unsure what a 'foal' is an older child explains it is a baby horse. Children are confident to approach staff and enjoy them joining in with their games. Children enjoy, and develop positive attitudes towards their learning and development. This supports their learning at school and next stages of development.

The contribution of the early years provision to the well-being of children

Children are extremely confident, they help take care of the environment and develop strong attachments to the staff. Staff are excellent role models and are skilled at promoting children's well-being. They listen to the children and empower them to take ownership of their own play, seeing their ideas through to their conclusion. They provide positive feedback, encouragement and reassurance. Consequently, children play cooperatively and harmoniously, they take account of each other's suggestions and thoroughly value others' contributions. Children praise each other for having good ideas and doing well at a task. Staff support children extremely well in settling-in at the club and their transitions through school. As a result, children are very safe, secure and supported in the club.

Children are extremely proud of the club and suggest ideas to encourage more children to attend. Children are extremely aware of the highly positive behaviour that is expected of them. For example, after using the playground they each collect their own belongings and line up to return to the club. Children are proud of their own achievements and build high self-esteem, as they ask the manager to display their pictures. Children have superb opportunities to discuss their views and feelings. They celebrate a wide range of cultural festivals and positively recognise people's differences. Staff provide excellent support for children with some additional needs and provide a highly inclusive environment.

Staff give high priority to children's safety. As a result, children gain an excellent awareness of managing risks. For example, they put on the high visibility vests and walk in pairs from the school to the club. They pay attention and listen, especially when crossing the road. Children confidently use the large equipment in the enclosed playground. They know to be aware of the swings and hold onto the rail when using the roundabout. Children build obstacle courses and older children have a good understanding of the limitations of younger children. Children enthusiastically run around and enjoy physical exercise outdoors. Children develop very healthy practices. They help themselves to drinks and make nutritious meal choices. For example, they eagerly tuck in to pasta, selecting from toppings off tomato, tuna, cheese and sweetcorn, as well as salad and wholemeal bread.

Children are motivated to play and learn because the staff provide an extensive range of resources and exciting activities. Children are able to make choices because staff organise the resources highly effectively. Children confidently request additional resources, such as the parachute. They then work together moving in a range of ways, taking it in turns to make suggestions. Children are so engrossed that they continue even when their parents

arrive.

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

The manager has a very good understanding of meeting the Early Years Foundation Stage safeguarding and welfare requirements. The manager maintains good records to provide evidence of staff suitability. Staff carry out very good risk assessments and implement vigilant procedures to safeguard children. For example, they keep the main door locked and implement extensive e-safety procedures. They have a good awareness of child protection procedures and good documentation for further guidance. All required documentation is in place and organised well for the safe management of the club. The manager works well with the deputy and through good communication they ensure they supervise the children well and provide good interaction. One member of staff holds a first aid qualification and the other is currently updating theirs.

The manager has a good awareness of the learning and development requirements. She monitors the educational programme to ensure she identifies any gaps in children's development. Staff have begun to establish partnerships with other providers sharing care of the children. They have recently introduced a communication book for other providers to record any concerns about children's well-being or messages to pass on to parents. This has helped staff to be fully aware of any care needs. However, they have yet to share information on children's development to support their learning further.

The manager mentors staff through good supervision and appraisal systems, and plans for any development needs. Staff use good systems for self-evaluation, which include seeking parents and children's views. They sent out a parent' questionnaire and received very positive feedback. Staff evaluate the activities to see how they can make improvements and take appropriate action. For example, they highlighted the need to improve their range of books celebrating diversity, and so they helped children to make their own. Partnerships with parents are very good and significantly promote children's care and welfare. This is because staff are able to meet their individual needs, and any additional needs. Parents of children with special educational needs comment positively on how well their children progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY452473
Local authority	Bath & NE Somerset
Inspection number	881545

Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	0
Number of children on roll	40
Name of provider	Skool Kidz Childcare Limited
Date of previous inspection	Not applicable
Telephone number	07917568315

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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