

# Play & Learn at Breadsall Hill Top Infant School

Breadsall Hilltop Infant School, St. Andrews View, DERBY, DE21 4ET

<b>Inspection date</b>	20/03/2014
Previous inspection date	08/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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		2
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

- Staff teach effectively and provide a range of activities and experiences to effectively promote children's learning. As a result, children are motivated learners and concentrate well on their chosen activities.
- Staff manage children's behaviour consistently across the club, as a result, children are friendly, polite and behave well.
- Good efficient organisation by the manager ensures safeguarding procedures are robust and effective to promote the welfare and safety of all children. As a result, children feel safe and secure at the club.
- The strong relationships between the staff and parents encourage effective sharing of information about children's care and learning.

### It is not yet outstanding because

- On occasion, there are insufficient resources to enable children to always complete their tasks or play to their satisfaction.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spent the majority of the inspection observing the staff interacting with the children both inside and outside.
- The inspector spoke to children and staff and held a discussion with the manager.
- The inspector invited the manager to complete a joint observation.
- The inspector sampled some documentation and records, including children's learning journals, staff files and safeguarding procedures.
- The inspector obtained parents' views through discussion.

## Inspector

Janice Hughes

## Full report

### Information about the setting

Play & Learn at Breadsall Hill Top Infant School opened in 2009 and is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The out of school club is one of 15 establishments run by Play and Learn Before and After School Club Limited. It operates from rooms within Breadsall Hill Top Infant and Junior Schools, in Derby. All children share access to an enclosed outdoor play area. The out of school club is open each week day from 7.45am to 8.45am and 3.10pm to 6pm term time only. There are currently 42 children on roll, of whom two children are within the early years age range. There are three members of staff, two have appropriate early years qualifications to level 3 and the manager holds a degree in early years childcare. The club receives support from the local authority.

### What the setting needs to do to improve further

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

- review the amount of resources available for activities, so that there is always sufficient to ensure all children can participate in the activity and complete the tasks or challenges to their satisfaction.

## Inspection judgements

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

Staff meet children from school and accompany them to the club. Children quickly settle to activities of their choice and confidently become engaged in their play. Staff know the children well. They gather relevant information from their parents and Reception class teacher about their preferences, interests and capabilities. This helps staff to plan activities that are of interest to the children before they start and inform their starting points. Staff continue to teach, observe and assess the children while they play. They use the information effectively, to identify children's next steps in learning and inform their future planning. In addition, staff plan activities to complement children's work at school. As a result, children are well challenged and motivated to learn and try new activities. Children are confident, keen to learn and enthusiastic because the teaching is good and the activities meet their learning needs effectively. Consequently, children are progressing well. Children are acquiring good skills and attitudes for their future learning. They are able to make choices independently, initiate play and self-motivate themselves. An example, of this is when, children go outside to play and quickly organise a game of football involving most children. They decide who is on each team and play cooperatively together. Staff support their needs for this well and referee the game. Parents are happy with the care their children are receiving and feel staff share information clearly, verbally on a daily basis. Staff pass on information from the school to provide consistency of care

and to meet children's needs.

Throughout the club, children can be seen concentrating extremely well on their chosen activity. Staff understand the importance of allowing children to learn through exploration. For example, at the writing table, children use different tools to create their own pictures. One child creates a rainbow picture and cuts it out skilfully, demonstrating good cutting skills. Staff praise the child's efforts. This results in a conversation about the different colours in the rainbow and how rainbows are made, extending the child's learning well. Staff teach children effectively to gain the confidence to develop their own ideas. Displays in the room celebrate children's freely expressive artwork and staff offer a lot of verbal praise for children's creativity. Children also develop their imagination through complex and fun role-play games with their friends, while others create their own music using a variety of instruments from different countries. However, on some occasions there are not enough resources to follow through children's ideas and as a result, children move on to different activities. Consequently, on these occasions children are not always able to complete their own play to their satisfaction.

Children use language effectively to communicate with their friends and with staff. They frequently approach staff to share their views or to tell interesting facts and stories from home. For example, in a conversation, a group of children speak about their experiences at hospital, explaining that they broke their arm and then go on to describe how they did this. Staff competently extend children's language by asking questions, repeating back what they have said and building on this to introduce new vocabulary. Staff provide many opportunities to engage in physical exercise both indoors and in the outdoor play area. They run, jump, climb and balance with control and coordination. Children are able to move freely into the outdoor area for much of the session. Screams of laughter show enjoyment as a group of children play cooperatively with a game. This activity helps children to play well together, to recognise each other's capabilities and develop social skills for the future. Children learn about numbers as they play games, such as bingo and number games and sort by colour and shape. For example, they put the socks on the line into pairs confidently recognising the different patterns. Children thoroughly enjoy their time at this inclusive out of school club. The staff team are committed to providing children with good quality care and learning. Above all, children are having fun as they participate in a wide range of exciting activities to enhance their learning with their friends after school.

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

Children are happy and enjoying their time at this out of school club. Staff create a welcoming warm and comfortable environment where children form good friendships with their peers. Staff build strong relationships with the children and know them well. This enables them to thoroughly support their needs and interests, which helps children feel safe and secure. Staff gather relevant information from parents and the host school about children's individual needs, before they attend. As a result, children's individual needs including their emotional well-being are being met effectively. Children are confident individuals and show respect for each other. Staff offer praise and encouragement to the children, for example, praising children for helping each other, which aids their self-

esteem well. Behaviour is effectively managed in the club. Staff are consistent and fair when encouraging children to share and take turns and children learn to negotiate and cooperate with their peers. All children behave well because staff implement the clear rules and boundaries consistently. Staff are all positive role models and consequently, children know what is expected of them and are extremely polite and well mannered. Consequently, children are able to gain a clear understanding about suitable behaviour. In discussions with parents, they are very complimentary about the way in which their children grow in confidence and self-esteem at this club.

The club has a healthy eating policy in place. They provide a healthy snack, consisting of fresh fruit or vegetables and a form of carbohydrate to maintain the children's sugar levels throughout the sessions. Snack time is a social event and children decide when they would like to eat. They chat with each other and staff about the types of food that are good for them and the day they have had at school. All children have access to the secure outside learning environment where they experience an extensive range of activities and staff promote exercise daily. Children learn about the importance of keeping themselves safe through routines. Children often remind others of the safety rules, such as holding scissors safely and picking up toys and resources that have fallen on the floor. Staff teach children effectively about strangers and road safety, through stories, role play and discussions. Children are able to describe exactly what happens during a fire drill, demonstrating a clear understanding of the evacuation procedures.

Staff provide a mainly well organised learning environment both inside and outside. Children enjoy using a broad range of quality toys and resources. These reflect children's ages and stages of development well. Successful, effective deployment of staff ensures that all children form secure emotional attachments. This provides a strong base for developing independence and exploration and for children developing skills for the future. As a result, they are confident and independent. Staff support children's independence effectively. Children show they are independent as they move around the club rooms freely and efficiently. Children show good self-help skills as know when to wash their hands and choose where and what to play with. Children benefit from the open communication and three-way flow of information between the club, the school and their parents. This aids their move into the club and provides for continuity of care over time.

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

Safeguarding procedures are in place with each staff member having a clear understanding about protecting children in their care. They know the procedures to follow if they have any concerns about children in their care. All staff attend safeguarding training. The manager and owner implement robust and rigorous recruitment and vetting systems consistently to ensure all adults in the club are suitable to work with children. This includes completion of the necessary checks and references, including a signed disclaimer to ensure their on going suitability. Visitors are required to sign in and out of the premises and must show their identification on arrival. Children benefit from a safe and secure play and learning environment because all staff are vigilant and take steps to minimise any potential risks to children. For example, daily checks and full written risk assessments are

carried out covering all areas the children come into contact with, including outings.

The owner, manager and staff implement good self-evaluation procedures to identify priorities for further development to raise standards in the club. All staff, parents and the children are actively involved in the evaluation of the club so that they reflect the views of all their users. As a result, of the staff teams continual evaluation and reflective practice, changes have been put in place to improve the outcomes for children. For example, staff have improved the layout of the outside environment and now children enjoy free access to the outside environment and the resources available to them. The manager and staff have successfully completed the recommendations from the previous inspection. To improve the suitability of staff and the club's risk assessments. Both of which are effectively in place and ensure children's overall safety effectively. Good performance management systems ensure all staff are confident in their roles within the club. The manager carries out regular supervisions and appraisals for each staff member to monitor their performance. The manager monitors the quality of activities and experiences provided for the children. All staff complete regular training to ensure their personal skills and professional development continues to grow.

Staff understand the importance of working with parents to meet children's needs and obtain the relevant information when they start. There is a strong focus on partnership working with parents who are warmly welcomed into the club. In discussion with parents during the inspection, comments indicate that they are happy with the service their children receive. Partnership with the school is developing, with the teachers sharing the necessary information about the children to promote continuity of care. The club has strong links with a variety of external agencies to ensure all children's individual needs are met overall.

### **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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY391066
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	879101
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	39
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Play & Learn Before & After School Club Limited
<b>Date of previous inspection</b>	08/09/2009
<b>Telephone number</b>	01332 345 131(pm session only)

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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, which are usually the childminder's 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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