

Burlington Road Out of School Club

Burlington Road Centre, London, IPSWICH, IP1 2EZ

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|--------------------------|----------------|
| Inspection date | 22/04/2013 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---------------------|
| | Previous inspection: | 3 Not Applicable |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Staff have a suitable knowledge of how children learn and develop. They interact appropriately with them to support their communication and language skills, and extend their mathematical thinking.
- Children's behaviour is good and they play happily together. This is because the staff are good role models and use consistent and clear boundaries to help children to understand and follow the positive rules at the club.
- The newly recruited manager and staff demonstrate a positive commitment to developing the provision. They use self-evaluation appropriately to develop new ways of working which are beginning to benefit the children in their care.

It is not yet good because

- The outdoor environment does not offer a wide range of interesting experiences that reflect children's developmental needs and interests. As a result, children show little interest in playing outdoors and miss out on further opportunities to learn.
- Partnerships with local schools are not fully established as information is not routinely exchanged about children's interests, learning and development. This limits the staff's ability to fully complement and extend children's learning at the club.

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 observed activities in the main playroom and large hall.
- The inspector held meetings with the manager of the provision and spoke with staff and children at appropriate times.
- The inspector looked at children's learning journey scrapbooks, staff information files, the provider's development plan and some written policy documents.
- The inspector took account of the views of a parent spoken to at the club.

Inspector

Sarah Clements

Full Report

Information about the setting

Burlington Road Out of School Club was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in The Burlington Centre in the Ipswich, Suffolk. It is one of eight settings that are privately owned and managed by Alpha Nurseries Ltd. The club serves the local area and is accessible to all children. It operates from a community room and large hall, and there is a fully enclosed area available for outdoor play.

The club employs four members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. One member of staff holds Early Years Professional Status. The club opens Monday to Friday, during school term times. The breakfast club operates from 7.30am to 9am, and the after school club operates from 3pm until 6pm. Children attend for a variety of sessions and are escorted to and from some local schools. There are currently 16 children attending, two of whom are in the early years age group. The club has strategies in place to support children with special needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programmes by planning a wider range of outdoor play experiences that reflect and support children's learning and development needs on a daily basis.

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

- strengthen partnership working with the schools that children attend so that children benefit fully from a shared understanding about their needs and common approach to supporting their learning.

Inspection judgements

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

Staff have a suitable knowledge and understanding of how to support young children to learn and develop. They make appropriate use of observations which are accurately assessed to ensure they know how they can support all children's further progress, including those with special educational needs and/or disabilities. The staff consult children when planning activities and provide an increasing range of resources that

interest the children. For example, children explore their interest in making a bird box as they are provided with a selection of empty boxes and packets to cut and stick together. With supportive instructions from staff, they learn to use scissors with increasing control. Children demonstrate their creativity as they adapt their ideas and decide to make a birthday cake, using paint brushes to represent the candles. Staff sit alongside the children, joining-in with their conversations and showing an interest in what they do. They step in at appropriate times to ask them questions that extend their mathematical thinking. For example, children are encouraged to count the number of candles on their cake and to work out if they need more or less to represent their own age. The appropriate organisation of resources provides children with some opportunities to make choices and request additional toys and games from the storage cupboard. This promotes their independence in initiating their own play reasonably well.

Staff provide clear guidance to encourage children to listen carefully to others and to respect turn taking in conversations. This is particularly evident at teatimes, as children chat freely and confidently with one another and share their experiences. Children enjoy some activities that promote their physical development, including opportunities to run around freely and play football in the large hall. However, staff do not make the most of the available outdoor area as this does not offer an inspiring range of play opportunities to complement children's interests and developmental needs. This means that children are often very reluctant to take up the offer of going outside to play. Children have opportunities to access a sound range of books and often choose to share their books from school with the staff. Their literacy skills are promoted further as they share their tubs of key words with the staff, who challenge them to use the phonic sounds when reading the more complex words.

Parents are encouraged to share what they know about their children to enable staff to plan to meet their needs. For example, staff take time to support parents to complete an 'all about me' book for their child, providing them with a secure understanding of children's starting points when they first join the club. Children's ongoing achievements are celebrated in their individual learning journey scrapbooks, which are shared with children and parents. This means that parents are generally aware of how their children's learning is supported at the club and can talk to their children about the activities they have enjoyed.

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

Children are happy to attend the club and settle well when they arrive. This is partly due to the newly introduced key person system, which supports children to form secure emotional bonds with staff who know them well. The key person establishes good relationships with parents to support children's well-being effectively. Children are keen to share their achievements with visitors to the club, particularly their learning journey scrapbooks. This shows that they are developing their self-esteem and have secure sense of belonging at the club. Staff pay particular attention to being good role models for the children. They are deployed appropriately to offer children an appropriate amount of direct support and provide clear guidance for children about acceptable behaviour. As a result, children behave well at the club and older children are supportive of the younger

children's needs. This in turn enables the younger children to develop friendships and skills that help them to prepare for their transition into their next school year.

Children who like to be active are supported through daily opportunities to be energetic, although these are mainly indoors. They enjoy a freshly prepared light tea which helps to boost their energy towards the end of their day. Staff instigate discussions with children to gather their suggestions of meals to add to the menu, prompting them to think about healthy choices. There are suitable opportunities for younger children to learn to manage their own self-care skills as they are provided with accessible facilities to wash their hands before tea and support to pour their own drinks. Children clearly enjoy this independence as they keenly offer to pour more drinks for their friends.

Children gain a sound understanding of risk. They have practical opportunities to consider how to use scissors safely and show an awareness of the need to wait for their food to cool down before starting to eat. To further contribute to children's understanding of keeping themselves safe, staff encourage them to wear high visibility vests when walking to and from school and talk about road safety when they need to cross the busier roads.

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

The manager has completed training in safeguarding children, ensuring she is able to take the lead in following up any concerns and can protect children from harm. Clear recruitment procedures ensure children are cared for by suitable, well-qualified and experienced staff. Staff attend training regularly to refresh and improve their skills and, therefore, offer children appropriate support. Ongoing appraisals provide opportunities for individual staff to evaluate their practice and to identify their specific interests. For example, staff who have a desire to take on a responsibility for health and safety issues are given an opportunity to review the club's risk assessment procedures. They check all areas of the premises before children arrive to ensure they are cared for in a safe and secure environment. The arrangements for escorting children to and from local schools are organised well to make sure children follow the safest walking routes and are supervised at all times. As a result, children's safety is further promoted.

Although the manager and staff are fairly new to their roles at the club, they have started to introduce a range of initiatives in order to improve the provision for children. This includes the introduction of a key person board to help children and parents to identify their key person more easily. Self-evaluation is still at a relatively early stage, but is clearly on course to be an effective tool that supports change and improvement. Management and staff show they are aware of the areas for development and have an appropriate development plan in place to tackle them. For example, there are secure plans to create further opportunities for parents to be involved in the club by holding parents' evenings and issuing feedback questionnaires. The manager monitors the educational programmes adequately to ensure all the children make steady progress, including those with special educational needs and/or disabilities.

Sound relationships with local schools benefit the children's welfare. The staff share

information with school staff on a daily basis, ensuring information about children's care needs is readily exchanged. However, information sharing about individual children's interests, learning and development, is less purposeful, making it difficult for staff to offer children a fully complementary approach to their learning. Some useful information sharing also takes place with parents to help promote continuity in children's care. Staff readily chat to parents when they arrive to collect their children, passing on information about their children's time at the club. Parents comment very positively about the care their children receive and feel reassured that they are kept safe and have fun.

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 | 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 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 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 | EY454665 |
| Local authority | Suffolk |
| Inspection number | 886209 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 42 |
| Number of children on roll | 16 |
| Name of provider | Alpha Nurseries Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 07956640451 |

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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