

# Breedon House Children Centres - The Bears AS & HC

Inspection report for early years provision

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<b>Unique Reference Number</b>	206222
<b>Inspection date</b>	05 September 2007
<b>Inspector</b>	Lynn Dent
<b>Setting Address</b>	Grange Primary School, Station Road, Long Eaton, Nottingham, Nottinghamshire, NG10 2DF
<b>Telephone number</b>	0115 9732600
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<b>Registered person</b>	Children 1st @ Breedon House
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The Bears out of school club is one of 11 childcare provisions run by the Children First at Breedon House group. It opened in 1997 and operates from five rooms within the grounds of Grange Primary School in Long Eaton in Nottinghamshire. A maximum of 90 children may attend the club at any one time. The club is open each weekday from 07.30 to 09.00 and 15.00 to 18.00 during term time and from 07.30 to 18.00 during school holidays. All children share access to a secure outdoor play area.

There are currently 100 children from three to under eight years on roll. Approximately half the children attend Grange Primary School and the rest come from local schools in the Long Eaton area. The club currently supports a number of children with learning difficulties and/or disabilities. The club employs 11 staff. Of these, six hold appropriate early years qualifications and one member of staff is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children know that good hygiene helps to maintain their health. Staff ensure that children wash their hands before eating their tea and remind those who forget. However, on the day of inspection children did not wash their hands before breakfast. Therefore, their good health is not fully promoted. Staff effectively implement a range of procedures to maintain clean premises and prevent the spread of germs. Disposable gloves are worn when dealing with accidents. Areas where body fluids have been spilt are immediately cleaned using disinfectant. Practitioners wash their hands before preparing meals. The policy for the exclusion of children who are ill is shared with parents. This means parents know what action to take in these circumstances. As a result all children are protected from infections.

Children receive good care following accidents. On the day of inspection two children bump into each other when playing outside. Staff quickly apply cold compresses to the injuries and encourage the children to rest for a short time so they can be closely monitored. Details of the accident are recorded and parents are informed on their arrival. Good procedures are implemented to ensure that any medication is correctly administered. This means two members of staff check the medication before it is administered and record the details accurately. Children enjoy an active lifestyle because practitioners encourage them to participate in a range of activities that enhance their physical development. They play outdoors daily, engaging in play ball games, use hoops, climb on play equipment and use blocks and boards to make balancing beams. Consequently, they show good coordination and balance. When the weather prevents outdoor play, the staff use the gymnasium to play parachute and team games. By playing a range of games, completing craft activities and using computers children develop good hand-eye coordination. As a result their overall physical development is enhanced.

Children are actively encouraged to develop healthy eating because staff always ensure that there is a bowl of fruit available. Therefore, children help themselves to these at any time. Children do not become thirsty as they can independently access a range of drinks indoors and outside in hot weather. Consequently, children understand that it is important to drink when they become hot. Children's independence and ability to make choices is enhanced as they choose what they want to eat and serve themselves at breakfast and tea time. Meals are healthy and include foods from around the world, for example, pitta and French bread. Therefore, children develop a range of tastes. The menu is changed daily and displayed in the club. Therefore, children know what is available. Children obviously enjoy their meals and explain what their favourites are. They are confident to ask for different foods and make choices about the fillings for their sandwiches and crackers. Children's dietary needs are met because this information is readily available to staff and a policy regarding allergies is implemented well.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children clearly understand why action is taken and rules are in force to help keep them safe. They can explain the emergency evacuation procedure because they regularly practise this. Children know they do not go to different play areas or other rooms used by the club without staff supervision. Children are taught how to handle scissors and staplers safely. Staff are vigilant when collecting children from school. Consequently, if a child is expected and does not attend the club without explanation, procedures are quickly initiated. This includes checking

with the school, the organisation and the parents. As a result action is taken to ensure that children are safe. Entry to the club is by a secure entrance and parents have a code number to enter. Consequently, children cannot leave unsupervised. Any unknown adults are challenged by staff, this ensures that children do not leave with anyone unless authorised by parents. Identification is checked for anyone from an outside agency, such as, social services. Practitioners know who is on the premises at all times as they are vigilant in keeping an accurate record of visitors. Although building work is currently taking place in the school, staff have ensured that children's safety is maintained by making certain areas inaccessible to children, for example, the library.

Staff have implemented thorough procedures to ensure that the premises, toys, resources and activities are risk assessed and suitable for children to use. Consequently, potential dangers are identified and action is taken to manage this. Visual checks are made of the premises daily before use. Consequently, children can move around safely accessing an appealing range of resources that are in good condition, meet safety standards and are stored at children's height. Staff can clearly explain the indicators of child abuse or neglect. They are aware to keep confidential records of anything that may suggest a child is at risk. They can clearly explain and are confident to report any concerns in line with the organisation's internal procedures and to take this information to the Local Safeguarding Children Board in the absence of the person in charge or if they feel this is necessary. Consequently, children's welfare is effectively maintained.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Staff are dedicated to providing excellent care for the children. Consequently, there is a very caring and warm atmosphere. As a result children are very happy and settled. Practitioners are pro-active in seeking children's opinions in what they would like to do. As a result the planning is adapted to meet the children's requests. An excellent range of experiences are available to the children. For example, crafts, such as, charcoal and modelling straws, music and instruments, games, singing, role play, computers and Playstation 2 games. As a result children enthusiastically engage in the activities provided. For example, children are dressing up, they involve staff who also dress up and become a princess. The children and staff then change into different outfits as the play extends. Throughout this time the children laugh and excitedly engage with the staff member and each other changing the characters as their play develops.

The outdoor play areas are used exceptionally well to provide a wide variety of activities. The children play ball games, make balancing beams, play in tents, and use an adventure play area. Children are enjoying themselves playing in a tent which they help the staff to erect. As it is a windy day, they place a tyre inside to keep the tent in one place then develop their role play. Other children are using wooden blocks to make a path that they walk across and balance. Other children are skilfully hitting a ball against a wall. The school provides a dedicated room, community room, gymnasium, computer room and the library for the club to use. As a result the children are able to move around the school accessing different environments and activities.

Children benefit because staff actively engage them in play and talk to them. Consequently, children are confident to approach the adults. Children are playing a game of 'Headbanz'. They take it in turns to wear the band and ask questions to find out who they are. The game lasts for a considerable amount of time as the children play harmoniously together. Children are actively involved in an extensive range of stimulating adult-led activities and are encouraged to initiate their own activities. For example, children are drawing a face. Staff suggest that they

might want to draw on a paper plate. The children decide this is a good idea and the plates are provided. Children are then left to be creative. After a few minutes children approach a member of staff to ask for help to make the face into a puppet. Staff sit with the children and ask them what they need to do this and make suggestions as they provide resources. As a result the children are pleased with the result and gain an acute sense of achievement.

Children are confident to play alone and with their friends. They can initiate and develop their own play, negotiating with their friends. For example, children are playing pool. They take it in turns and talk about each shot and if the person is to miss a turn. Children are sociable and have a strong sense of adventure. Consequently, they keenly explore all the activities provided for them and adapt them to their individual preferences. For example, children show the inspector a guitar and explain clearly and precisely how they use the strings in a certain order to play a tune they have created. Most children attend the club for a number of years. This means that staff know the children well. As a result they know each child's preferred experiences and individual needs. Consequently, these are provided and the needs of the children are effectively met.

### **Helping children make a positive contribution**

The provision is good.

Children feel valued because staff provide a warm and welcoming environment. They engage children in discussion about their school day and interact effectively with them in play. Therefore, children develop a clear sense of belonging. All children have equal opportunities because the staff are skilled at adapting activities so that they can all take part. Children with particular special needs receive the appropriate interaction and support from the staff because they work closely with the parents to ensure that the provision is inclusive. Children take an active part in the setting, for example, they are involved in planning and can make suggestions about what they would like to do. They take some responsibility for where they play as they sign the outdoor play register and understand that there is a limit to the number of children who may play out at any one time. Children are surrounded by resources that promote positive images of different cultures. They learn about society and the wider world because the staff plan around themes, particularly for the holiday club, for example, Egypt and space. The children participate in a good range of activities to learn about this and also use the computer to research what others eat and the games children in other countries play. Consequently, they learn to respect those who may be different to themselves.

Children are well behaved and show respect for their friends, the environment and the staff because they have clear rules and are treated with mutual respect and kindness. On the odd occasion that arguments occur, the staff are skilled in using discussions to help children talk about their problems and discuss the best course of action. This is evident during the inspection when children are arguing during a game. As children walk away because they are angry and upset, staff ask them to talk with her and the other children to sort the problem. She calmly explains that shouting and getting upset is not a good way to solve things. As a result the children respond well, quickly becoming friends again. Practitioners are consistent, positive role models for good behaviour. They use developmentally appropriate behaviour management techniques and focus on promoting good behaviour by using praise and encouragement. Consequently, children have very good self-esteem.

Staff promote and value good working relationships with parents and carers. As a result parents are confident to enter the club and approach staff who greet them warmly. Parents state they are very happy with the care provided for their children and cannot identify any areas for

improvement. A range of information for parents is displayed in the reception area. Consequently, they can easily access this. Parents are encouraged to make suggestions about the activities the club provides. As a result children can now attend dance and French classes. The setting provides liaison between the children's school and their home. Consequently, ongoing daily discussions between staff and parents ensure all parties are kept well informed with what the children have been doing. The club provides time and space for children to complete their homework. However, they provide a child-led service and the completion of homework is optional because the staff firmly believe that children need time to play and relax. Information from parents is detailed in children's records and regularly updated. Consequently, children's current individual needs are identified and met.

## **Organisation**

The organisation is good.

Overall the children's needs are met. The management show a commitment to improving the service they provide. They have taken all necessary action required to meet the recommendation from the inspection. Children can access French and dance lessons and the staff are currently working with a local leisure group to provide sessions in the future for children who attend the club. The staff have a clear understanding of the requirements of the National Standards. As a result a range of clear policies are in place to ensure that regulations are met. The policies are shared with parents. Consequently, they understand what the service provides. Very robust recruitment, induction and ongoing appraisal procedures means that staff are armed with the information they need to provide good care for the children. Children's welfare is maintained because most staff are qualified, experienced and all undergo Criminal Record Bureau clearance checks. Appropriate action is taken to ensure that new staff are never left alone with children until they have suitable clearance. The organisation has achieved the Investors in People award and are an accredited training centre for National Vocational Qualifications. As a result staff are actively encouraged to undertake in-house training and college courses to continue their professional development.

Effective organisation of the environment and activities means children have time and space to play and complete activities. They can play alone or with their friends and are encouraged to make choices about what they do. Staff are deployed effectively to work directly with the children and provide high levels of interaction. The number of adults caring for the children exceeds the required limits. Consequently, children benefit from small group and individual interaction. This ensures their development and play are enhanced. Staff are involved in planning, which is adapted to meet the needs of the children currently attending the club and to provide experiences that the children enjoy. Consequently, children are engaged in a good range of stimulating and developmentally appropriate activities. Documentation is organised well and is easily accessible. As a result information is readily available to support the care of the children.

## **Improvements since the last inspection**

At the last inspection the registered person agreed to ensure that all records relating to the provision are readily accessible on the premises and available for inspection at all times. The registered person has taken the appropriate action to meet the recommendation. Children's

registration forms are now kept on the premises. Therefore, these are available to ensure that children receive the appropriate care.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that routines for good hygiene are maintained at all times. This is with reference to washing hands before breakfast.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)