

Bright Kids at Studley Infants

Inspection report for early years provision

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Inspector	Jenny Batelen
Setting address	Studley Infant School, High Street, STUDLEY, Warwickshire, B80 7HJ
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Bright Kids at Studley Infants opened in 2006. It operates from three rooms within Studley Infant School in the village of Studley in Warwickshire. It is an out of school club which serves the local area and has strong links with local schools. The setting is registered on the Early Years, compulsory and voluntary parts of the Childcare Register. There is disabled access.

A maximum of 40 children from four to eight years old may attend at any one time. There are currently 33 children from four to 11 years old on roll, including four of early years age.

The group opens five days a week during school term times only. Sessions are from 3.20pm until 6.00pm. Children attend for a variety of sessions. The setting has procedures in place to support children with special educational needs and/or disabilities, and who speak English as an additional language.

There are three members of staff who work with the children. Two members of staff have early years qualifications at degree level and one member of staff is currently working towards a National Vocational Qualification (NVQ) Level 3 qualification. All staff hold first aid qualifications.

The club benefits from close links with two nurseries and the infant school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The needs of Early Years Foundation Stage children are thoroughly understood and all children make excellent progress, particularly in their social skills. Staff are passionate about ensuring that all children enjoy their time in a fun, safe and inclusive environment, in which parents have great confidence. Self-evaluation is firmly in place and identifies areas for development. There is excellent capacity to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- completing the links to the school's assessment procedures in order to further meet the needs of each individual child.

The effectiveness of leadership and management of the early years provision

The manager of the club and all staff are focused on ensuring that each individual child is able to enjoy their time in the club and make very good progress,

particularly in their personal and social skills. The staff are a highly effective team and share leadership responsibilities.

The welfare and safety of the children is very important and policies, procedures and risk assessments are fully in place and regularly reviewed. Thorough safeguarding checks are in place. Staff training benefits from the strong links with nurseries and Foundation Stage in the school and as a result there is a strong knowledge and understanding of the needs of children in the Early Years Foundation Stage. There has been very good progress on the recommendation from the last inspection.

The club promotes very happy, confident children as shown by the way children chat to staff, mix well with each other across the age groups and from different schools. There is a wide range of good quality resources that are deployed effectively so children can choose what they want to do.

Self-evaluation involves all staff and occurs continuously as the daily activities are evaluated and children's progress and interests noted. Children feel confident to share their ideas also. The passion for the quality of provision in the club and the excellent understanding of the needs of early years children leads to continual ideas for further improvements.

Links with parents are excellent and this is seen as a priority. The prospectus is a welcoming document and parents are continually updated informally and formally through a newsletter. Parents speak very highly of the club, 'She loves it...they do so much' and 'it's interactive, there's lots to do' sum up the very positive comments as parents collect their children. The club collects children from three schools and has particularly strong links with the school on whose site it is based.

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

Children thoroughly enjoy their time at the club and are able to make very excellent progress particularly in the personal, social and emotional skills, creative and physical development areas of the early years curriculum. Younger children play co-operatively with older children, who are sensitive to the needs of younger ones. There are many activities freely accessible and children make independent choices. Reading a story with an adult provides a quiet time for one child and support is given to help make the tiger to contribute to the Chinese New Year theme.

Children's safety and well-being is taken very seriously and children are secure and settle quickly. All children have a key worker and this is made clear to parents as the children start at the club. Children are confident to talk to an adult if they have any worries. They are helped to understand how to keep themselves safe by activities, such as road safety, and by adults helping them to understand the consequences of their actions.

There is good planning, but increased knowledge of the Early Years Foundation

Stage has led to the planning process being improved further with links to the areas of learning clearly identified along with assessment opportunities and child-initiated activities. Staff note children's progress and this is recorded with the planning. Discussion with the school mean that there are plans to develop this further by collating the assessments, use photographs as evidence and link this to the school's Learning Journeys.

The large hall space allows children to move around freely, but most opportunities for healthy exercise take place outside as weather permits. There is a strong partnership with the school allowing for use of their resources, such as bikes, as well as the club's. Children are encouraged to develop a healthy lifestyle through the provision of healthy snacks, such as cheese and pineapple pizzas, which they help prepare. Drinks are freely available. Hygiene routines are reinforced and followed.

Children's understanding of different faiths and cultures is developed through the celebration of a variety of festivals. The club makes a strong contribution to developing the children's skills for the future as they develop independence and confidence in a mixed age group.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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

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