

# Zebras Out of School Club

Cotham Lawn Road, Cotham, Bristol, Avon, BS6 6DT

<b>Inspection date</b>	26/02/2014
Previous inspection date	15/11/2011

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

- The key person builds strong professional relationships with the school to share key information and to develop caring relationships with the children.
- The staff provide a safe and secure environment, which is thoroughly risk assessed. Children learn to take responsibility for their own safety.
- There is a good range of activities for children to select independently and engage them in purposeful play and learning.

### It is not yet outstanding because

- Staff are very focused on providing a safe environment for children to explore. However, sometimes this deflects from staff challenging children further, especially when playing outside.

## 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 children playing inside and outdoors.
- The inspector observed staff interactions with the children.
- The inspector sampled a range of documentation including children's assessments, policies and procedures.
- The inspector spoke to staff, children, parents and directors at convenient times during the inspection.

## Inspector

Rachael Williams

## Full report

### Information about the setting

Zebra Out of School Club opened in 1993 and is managed by a committee of directors. It operates from Cotham Secondary School, Bristol. Children are collected from local primary schools. The club has sole use of the lower dining hall and has use of toilet facilities within the school. Children have access to the courtyard and field for outdoor play.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll in the early years age range. The club is open daily during school term time from 3.15pm to 6pm. The club supports children learning English as an additional language. The directors employ ten members of staff to work with the children. The manager is an early years professional and is supported by six staff who have early years or play work qualifications at level 3.

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

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

- develop further staff's understanding of consistently making the best use of outdoor experiences to challenge children's physical skills.

### Inspection judgements

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

The club is well organised with a broad and balanced range of experiences. Staff carefully consider children's interests and provide resources to help develop their ideas, such as construction kits to build super heroes. Children communicate well to develop a story line with their friends. Staff continue this theme providing children with dressing up clothes. Children negotiate roles well with their friends and take turns. Staff encourage them to think about their characters, such as showing a scary face to represent the monster.

Children thoroughly enjoy the creative table. They design and build models, such as a 'grabbing arm'. They solve problems well, such as deciding how to join rolled up paper together to lengthen the arm. Staff interact well with the children asking them questions about their model. This helps extend children's language for thinking. Children show pride in their achievements, demonstrating high levels of confidence and self-esteem.

Staff make observations of children's engagement in activities to guide the planning of future experiences. They assess children's progress each term and provide parents with a summary of children's achievements. Staff develop individual play plans using their observations to identify next steps in learning. For example, staff have identified the need to promote communication skills further for children learning English as an additional

language in particular, to communicate their needs. Therefore, staff have planned to identify keywords in children's home language and use picture cards to support children's communication skills.

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

Staff carefully consider children's emotional well-being. The key person system works well and they support new children exceptionally well to settle into the routines of the club. Staff take time to get to know the children and record information about their interests and what they can do well. There are good links with the school to build relationships as the key person attends the last hour of the school day with the reception class so that children feel secure.

Staff protect children well as they walk from school to the club. Staff talk to children about road safety and encourage them to think about safe places to cross. Line leaders have the responsibility to remind their friends to keep on the inside of the path. Children learn to take responsibility for their safety within the club. They move their icon on the board to show whether they are playing outside or visiting the toilet facilities. Children become aware of how to keep themselves safe as they practise fire drills regularly.

Children learn about healthy lifestyles. Children are physically active and make choices about whether to play indoors or outside in the covered courtyard. Children have good understanding of expectations to keep themselves safe and wear helmets when they are playing on the skateboards and scooters. Staff help children to play together in a safe environment. For example, children are reminded that some children are playing football and to be careful of the ball. Children negotiate space well and enjoy travelling down the slopes on the scooters. They play well together and take turns so that they avoid any collisions. On occasion, staff are so focused on children's safety in the courtyard that they do not make the best use of outdoor experiences. For example to help children develop their skills by demonstrating how to use the skateboard or to help them play tennis. Staff prepare a healthy fruit and vegetable platter for children's snack. Children learn about hygiene and wash their hands before eating. They prepare their own sandwiches or rolls selecting their favourite fillings, such as honey and cheese. Children have access to drinks throughout the session, helping themselves when they are thirsty.

Children behave well and show care and concern for others. For example, when children see a friend crying they comment 'I will look after him'. Children are familiar with routines. When the bell rings they know that it is time for the cafe to open. When they enter the dining hall they are all aware that they must put personal belongings safely on chairs so that they do not cause a tripping hazard.

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

Staff demonstrate good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a strong focus on children's safety. Staff enable children to move freely and independently between the indoor and outdoor spaces. Staff position themselves appropriately to ensure children's well-being. For example, a member of staff remains at the gates to prevent children leaving unattended and to monitor who is entering the provision. Visitors to the setting are required to show identification and staff record their attendance in a visitor's record. Staff maintain an accurate record of children's attendance and use this to ensure they maintain ratios at all times. Staff have good understanding of child protection issues as they attend regular training. The manager uses staff meetings to test staff's understanding of the possible signs/symptoms of abuse and the procedure to follow. This ensures that all staff are aware of their responsibility to take appropriate action should they have a concern about a child or another member of staff. In addition, the provider is aware of their responsibility to inform Ofsted of any significant events that may affect their registration. There are good systems in place to recruit suitable staff to work directly with the children. The manager carries out regular observations of staff's engagement with the children and uses this information in the appraisal process. The manager and her staff work together to identify training needs and to set targets to improve practice.

There are strong links with the local schools to complement children's learning. Staff have regular contact with reception teachers and information is shared through the communication book. Partnerships with parents are good. They comment favourably about the club and the comprehensive documentation they complete before their child starts. Staff are friendly and there is a good exchange of information on a daily basis. Staff inform parents of any changes to the operation of the club, such as being greeted at the gate by a member of staff and information on complaints.

There are effective systems in place to evaluate the provision. Staff work well as a team to promote good practice and attend regular staff meetings. They reflect on their practice and develop plans to improve the club to benefit the children. Currently, the team are seeking the views of the children using the 'Play Council' to plan focused activities, such as a science club, cooking and sewing. The manager has good understanding of her strengths for example, the play environment, encouraging children's independence, providing a mix of experiences and their partnership with the school. The staff have made positive improvements to the club addressing recommendations raised at the last inspection, such as making a computer available to the children and carrying out an audit of staff qualifications.

### **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>	107118
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	953283
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	95
<b>Name of provider</b>	Zebras Out of School Club Committee
<b>Date of previous inspection</b>	15/11/2011
<b>Telephone number</b>	07759 785 014 (3pm to 6pm)

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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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