



## Beehive Club

Inspection report for early years provision

<b>Unique Reference Number</b>	EY334803
<b>Inspection date</b>	02 October 2006
<b>Inspector</b>	Shirley Leigh Monks-Meagher
<b>Setting Address</b>	Beehive Club, St Margarets Primary School, Hive Street, Hollinwood, Oldham, OL8 4QS
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<b>Registered person</b>	Joanne McGinn
<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 Beehive club operates from two rooms in a portacabin in the grounds of St Margaret's Primary School. It is situated in a residential area of Hollinwood, Oldham. All children share access to a secure enclosed outdoor play area.

A maximum of 32 children may attend the setting at any one time. There are currently 32 children on roll. It is open each weekday from 07.30 to 09.00 and 15.15 to 17.30 term time only and from 07.30 to 17.30 in school holidays, with the exception of Christmas. Children come from the local community and attend St Margaret's Primary School.

The setting supports children with additional needs. There are four members of staff who work directly with the children. The manager and deputy manager hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children follow good health and hygiene procedures, such as washing their hands at appropriate times. They wash them thoroughly, use warm water and dispense soap from hand pumps. Individual paper towels help prevent cross-infection. Staff follow effective procedures to promote children's health and reduce the risk of illness. For example, children are kept safe from the spread of infection through effective sickness and exclusion policies and the hygienic storage of food and preparation of snacks. Procedures are in place to ensure children's well-being in the event of an accident or the need for medication. Well maintained records, parental consents and up to date first aid training ensure children receive appropriate care and attention.

Children enjoy activities which contribute towards their health. They regularly play vigorous games, such as football and hockey, which help them become aware of the effect of exercise on their bodies. They learn to co-operate in these team games, develop strength, refine their co-ordination and develop a positive attitude towards exercise.

Children have an awareness of healthy options. They choose from nutritious and healthy snacks, such as crackers and cheese, sandwiches and fresh fruit. They keep themselves refreshed and hydrated throughout the session. They drink water, sugar free cordial or milk. Children are developing an awareness of a healthy lifestyle which includes healthy foods, physical exercise and good personal hygiene.

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

The provision is good.

Children are developing a sense of belonging in an environment where staff greet them warmly. Their efforts and achievements are positively displayed. Rooms and resources are effectively organised by staff resulting in children who can safely make choices, use their initiative and act independently. A wide range of age-appropriate toys and play equipment is clean, safe and well maintained, minimising risk to children.

Staff minimise hazards to children through daily risk assessment of the environment and safe effective procedures which ensure children arrive at the club safely. Children are kept safe because staff are well deployed and vigilant. Children are developing a good awareness of their own safety within the setting. For example, children know not to put toys and equipment in front of the fire doors, how to evacuate and where to assemble. They understand why they do not open the door, are learning about 'stranger danger' and are aware of the boundaries when playing indoors and outside. Children are suitably protected from harm and neglect. All staff are trained to safeguard children and clearly understand their responsibilities and the procedures to follow in the event of a concern. Staff consistently follow safe procedures relating to the collection of children from the club. This means children's welfare is fully safeguarded.

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

The provision is good.

Staff establish positive relationships with children who are happy and settled. They arrive confidently and are keen to participate in activities. Children state they enjoy attending the out of school club. They are competitive in games, such as mastermind, pool and table football, where sensitive staff use good explanations and discussion to help them to understand you cannot always be a winner.

Children are independent and use their initiative; they lead and extend their own play. They freely choose where they will play and what they will do, selecting and adding resources as they need them. For example, children in the role play area who are 'taking care' of their babies realise they do not have enough food so go shopping. They fill their basket with extra play food which they bring back to the role play area. Other children choose the quiet area for their pretend picnic and older children share their creative ideas for the display board. All children are encouraged to put their ideas for activities forward and these are incorporated into the planned activities by the staff. Children spend their time at the club in meaningful activities which reflect their interests and ideas.

Staff give children lots of attention and conversational skills are well fostered. They sit with children chatting about their interests, the day's activities and events and what they are doing. Children are keen to share their efforts and achievements with staff who reward them with encouragement and positive praise. Consequently, the children are confident in their abilities and develop a strong self-image. Children play well together in the relaxed atmosphere, sharing resources and learning to take turns fairly. Children help each other; two friends help each other with their sweatshirts and older children help younger ones to develop skills, such as fixing cogs and wheels together when constructing.

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

The provision is good.

Children are well behaved and considerate towards each other and the environment. They are learning to be responsible; helping to tidy toys away, putting used crockery in the sink and disposing of banana skins and apple cores in the bin. Children are learning to settle simple differences, such as sharing resources, through negotiation. Staff act as good role models, treat children with respect and effectively boost their confidence levels and self-esteem through positive praise. Older children establish their own ground rules which help them to play harmoniously.

Children learn about the wider world. Staff acknowledge celebrations, festivals and traditions, such as Diwali and Halloween through planned activities. Children's play materials and books portray positive images of race, culture, gender and disability. The children have made their own display of a football match between the 'boys and girls' team and the 'Caribbean' team. The artwork clearly shows their positive views on gender and race, their respect for similarities and differences and their positive attitudes towards others.

Children generally benefit from the positive partnership staff have developed with parents. They are cared for by staff who work with all parents to record general information to enable them to meet children's individual needs. For example, medical information and allergies, dietary and cultural requirements. Staff discuss with parents any additional needs children may have so that they can help them be included fully in the setting, but they do not record this important information. This means with regards to recording information to meet individual needs, children with additional needs are treated less favourably. Staff ensure parents receive information about the setting, policies and procedures and activities. Parents have their own information area, brochure and news letter, which all help to make links between home and the club. Children benefit from continuity of care.

### **Organisation**

The organisation is good.

Staff provide a safe and secure place for children to play where they are relaxed and happy. Adult to child ratios are maintained by well qualified and suitably experienced staff who are clear about their roles and responsibilities. This positively supports children's care, learning and play. Children benefit from well-deployed staff who consistently interact with them and offer sensitive support and encouragement. As a result, children feel valued and are secure and confident in their abilities.

Rigorous recruitment and selection procedures ensure the suitability of staff and safeguard children's welfare. Organisation of play space and resources is good, resulting in positive outcomes for children. All legally required documentation which contributes to children's safety, well-being and welfare is in place and mostly well maintained. Records and documents are well organised and stored securely.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

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

Since registration 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.
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## 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):

- include information in children's records to help staff meet any additional needs.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)