

Beehive Out of School Club Long Life Learning Centre

Inspection report for early years provision

Unique reference number	EY381573
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Type of setting	Childcare on non-domestic premises

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.

Description of the setting

Re-registered in 2008 following relocation to new premises, Beehive Out of School Club Long Life Learning Centre has been operating for over 7 years. It is part of a Children's Centre located within the grounds of Kingsmeadow School in Dunston, Gateshead. It operates from a main playroom with access to adjacent kitchen and toilets. The club also has access to additional rooms within the centre as well as a secure outdoor area. The provision has access to fixed adventure play equipment within the school grounds. Sessions run from 07.45 to 08.55 and from 15.00 to 17.50 during term-time and from 07.45 to 17.50 in the holidays.

There are currently five children attending who are within the Early Years Foundation Stage (EYFS) age group. The club also offers care to children aged over five years. The provision is registered by Ofsted on the compulsory and voluntary parts of the childcare register.

Three members of staff work with the children. All hold recognised early years or childcare qualifications. The setting receives support from the local authority early years advisors. The setting is fully accessible to all users and supports children with learning difficulties and disabilities.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Effective systems for communication ensures all staff have a good understanding and knowledge of each child's background and needs. This ensures that the children receive an enjoyable and challenging care and learning experience, tailored to meet their individual needs. Staff actively encourage children to respect and celebrate the diversity of the world around them and use meaningful praise and encouragement to develop self-esteem and confidence. Committed to improvement and an ethos of reflective practice, the club has identified some areas for further development, but has yet to prioritise these and identify clear actions to ensure continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- build upon existing systems for observation and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop a culture of reflective practice, self-evaluation and informed discussion to clearly identify strengths and priorities for development.

The leadership and management of the early years provision

Children are cared for in a secure environment where they are supervised closely by staff at all times. This, combined with a detailed risk assessment and daily safety checks, enables children to move around safely and independently. Children are also encouraged to develop an awareness of the need to preserve their own well-being and that of their friends. This is achieved by gentle reminders from staff about rules for the club, such as no running. In addition, a detailed range of policies and procedures are used to inform practice and safeguard the welfare of the children who attend. This, combined with effective recording systems for accidents and allergies which are kept up to date and efficiently stored, further ensures children are well protected.

Good, robust procedures for the recruitment and vetting of all staff ensures that children are cared for by well-qualified, suitable adults. This, combined with a detailed, structured induction programme, regular staff meetings and effective overall monitoring, ensures that all staff are aware of their roles and responsibilities and implement these consistently. Staff are committed to ongoing personal development and have undertaken a number of short courses, including safeguarding children, first aid and EYFS training. This ensures the continued provision of a competent team of staff.

Staff maintain good links with parents and carers, ensuring the ongoing two-way flow of information regarding children's welfare, progress and achievements. Parents have access to copies of the setting's policies and procedures, including those for complaints. A detailed noticeboard and newsletters keeps them up to date with activities and routines within the club. There are extremely effective systems in place for sharing appropriate information and records with colleagues and staff in school, as well as the local pre-school. This collaborative working relationship ensures each child is fully supported and integrated.

Staff are given the opportunity to inform the self-evaluation process through regular staff meetings. This ensures that the setting, as a whole, has the opportunity to reflect on practice in order to continually improve the service they provide. In addition, feedback from parents is actively sought and acted upon, as well as comments from children attending the out of school provision. Staff are currently working with the local authority development workers on the Quality Improvement Programme. This will form the basis for the setting's ongoing self-improvement programme, ensuring the clear identification of targets to facilitate future improvement, as this is not currently undertaken on a formal basis.

The quality and standards of the early years provision

Children are clearly happy, well settled and confident at the club. Their play space is warm and welcoming, with lots of examples of their work on the walls. Staff actively seek the views of the children when planning activities, which gives the children an added sense of belonging and ownership. As such, children choose from a wide range of stimulating, interesting and varied activities, including

building dens, playing outdoors, threading, small world toys and all kinds of crafts.

Children's independence and confidence are promoted very well. They freely sign up for a range of duties to help out during club time, including tidying up and laying the tables for tea. Children have good relationships with other children in the group. They chat happily to each other about what they have done at school that day, while drawing pictures and making cards in the craft area. They have secure relationships with adults and are happy to ask them to help with homework or to join in with their games. As such, they enjoy sensitive and caring relationships with staff who know them well and inspire them with their own enthusiasm. Plenty of meaningful praise and encouragement, including weekly awards for the group star and tidiness, further promotes the children's growing confidence and self-esteem.

There is a good balance between child-initiated and adult-led activities. For example, children are keen to join in a planned activity to make 'cress heads'. They listen carefully to the instructions and take care when decorating them with faces. Children are keen to show off their creations to parents when they are picked up and talk excitedly about how there is to be a competition to see whose 'cress hair' grows the most over the coming weeks.

Children enjoy daily opportunities for fresh air and exercise and love to run around outside, playing football, playing ball or having fun with parachute games. They also have access to the school's adventure play area, allowing them further opportunities to climb, slide and balance. This, combined with the provision of healthy meals and snacks which include fresh fruit and vegetables, introduces children to the benefits of healthy lifestyle choices. The club's efforts to promote the benefits of a healthy diet are reflected in the colourful wall displays which depict the out of school club's vegetable shop, bearing slogans such as 'Healthy fruit available here'. Consistently applied routines and procedures for hand washing and food preparation also encourage children to follow good hygiene practices, protecting them from illness and infection.

Staff always take an active role in the children's activities and are skilled at recognising and maximising learning opportunities, ensuring that all children make good progress within the EYFS. They demonstrate a good working knowledge of the learning and development requirements and, as a result, are confident in supporting children's learning both indoors and out. There are systems in place for collecting information about what children enjoy and can do, before they start. This, combined with purposeful ongoing observational assessment, ensures that practitioners are beginning to plan and provide learning experiences tailored to the individual needs and abilities of the children. However, the group is in the early stages of implementing these systems and has yet to build fully upon these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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