

# Beechwood Childcare - Burman Before & After School

Inspection report for early years provision

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<b>Unique reference number</b>	250006
<b>Inspection date</b>	21/05/2009
<b>Inspector</b>	Fiona Robinson
<b>Setting address</b>	Velsheda Road, Shirley, Solihull, West Midlands, B90 2JW
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<b>Type of setting</b>	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**

Burman Before and After School Club is part of the Beechwood Childcare Organisation and was registered in 1994. The club takes place in a classroom at Burman Infant School in Shirley and is open to children who attend the school as well as those transported from Haslucks Green Junior School in the afternoon. The children have use of the school playground for outdoor play. There is ramped disability access to the building.

The club is registered to care for a maximum of 26 children at any one time and there are currently 50 on roll of which six are under five years of age. Children from three to 11 years attend. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club opens every weekday during term time from 08:00 to school begins, and from 15:30 to 18:00.

There are three members of staff who work at the group of which, two hold appropriate childcare qualifications and one is working towards one.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is outstanding, because children benefit from the excellent links staff have forged with parents, the host school and the community. Children are very settled and secure within the setting, where their safety and well-being are promoted very effectively by staff. All children feel valued and fully included in a wide range of interesting and well-organised activities. Children are very well behaved, because staff have high expectations and are excellent role models. Staff have a secure knowledge of the setting's strengths and areas for improvement and demonstrate a strong capacity to improve in the future.

## **What steps need to be taken to improve provision further?**

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

- develop the use of technology in activities in order to enhance learning experiences

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

Children feel safe and secure because of the excellent partnership existing between staff, parents and carers. Partnerships with parents are open and friendly and feedback from parents is very positive. They say that staff are great and enthusiastic and that the care offered to children is second to none. The staff communicate very well with parents and carers and value their contributions and

ideas. Parents receive regular updates about events through discussion, written newsletters and the parents' notice boards. The setting benefits from excellent links with the school. Staff work very closely together and useful information is gained to enable them to provide interesting activities and appropriate experiences for the children. Currently, the children benefit from the excellent community spirit resulting from their involvement in a gardening project overseen by a parent.

The club is well led and managed. Staff work well together as a team and continuous professional development is valued. They have regular opportunities to attend further training to enhance their knowledge and qualifications. Effective self-evaluation systems ensure that the views of parents, children and staff are taken into account when identifying strengths and areas for development. Staff meet together regularly and are fully committed to improvement, which will further benefit the children. They have identified the need to develop the use of technology in activities to enhance and widen children's learning experiences. Staff have worked hard to address the recommendations of the previous inspection. Excellent progress has been made with reviewing and updating policies and procedures and all staff are familiar with these.

Staff have an excellent knowledge of safeguarding procedures and demonstrate a professional approach towards keeping children safe whilst in their care. They are deployed effectively so that children are supervised at all times to ensure their safety. Detailed risk assessments are completed and reviewed regularly and security within the setting is excellent. The children benefit from the use of the outdoor area and playground which is safe, secure and well maintained.

## **The quality and standards of the early years provision**

Staff place a strong emphasis on the value of play and provide a varied choice of well-planned activities. Children have excellent opportunities to learn both indoors and outdoors. Activity plans are completed by the staff team, which are based on observations of children's strengths, interests and areas for development. Assessment records give information of children's achievements and staff use this to inform how they plan for children's next steps in learning.

Children are developing an excellent understanding of how to keep themselves healthy. They enjoy regular outdoor play, where they share in games such as football and skipping. Children behave very well, because adults have high expectations of attitudes and behaviour. They enjoy healthy snacks, as they sample a variety of fresh fruit and vegetables. Snack times are valuable social occasions where children relax and talk to each other and the staff. Currently children are benefiting from planting and growing their own herbs and vegetables to taste at snack time. They become increasingly aware of their own safety through using tools safely, as they plant their sunflowers, herbs and strawberries. They also take part in regular fire drills and help to complete risk assessments.

The children access a very good range of resources that support their learning and development. The youngest children enjoy dressing up and confidently initiate their own role play as princes, princesses and Spidermen. They develop their

creativity well through painting fruit and vegetables and decorating plates and vases. Bright and colourful paintings, friezes, collages and models make the indoor environment purposeful and stimulating. Staff promote children's communication skills well through the topic 'Senses'. Children enjoy using their senses of touch, smell and sight as they eagerly identify plants and herbs. They also enjoy writing about their experiences afterwards in their diaries.

Children settle very well into the club which is friendly and welcoming. The older children are supervised well as they transfer from their junior school setting to the club. They talk proudly of their 'walking bus' and their responsibility towards taking care of the younger children as they play games and participate in outdoor activities. Staff recognise the need to develop the use of technology in the setting. Overall, the children are prepared very well for life beyond the school day and future learning.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
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