

# Beenham Wolves Club

Inspection report for early years provision

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<b>Unique reference number</b>	511597
<b>Inspection date</b>	14/09/2009
<b>Inspector</b>	Brian Evans

<b>Setting address</b>	Beenham Wolves Club, The Community Room, Beenham Primary School, Beenham, Reading, Berkshire, RG7 5NN
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<b>Type of setting</b>	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**

Beenham Wolves Club is run by a voluntary committee made up of parents and school staff. It opened in 1995 and operates from Beenham Primary School. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The club has use of the community room and the school grounds and amenities. A maximum of 24 children may attend at any one time. The club is open to children aged from four to 11 years.

The after school club runs from 15.05 to 17.45 Monday to Thursday during term times.

The club also opens for part of the summer holidays. There are currently 99 children on roll aged from four to 11 years of age. Only one is in the Early Years Foundation Stage and was present at the inspection, however the setting have 4 children from the Early Years on register. Children come from the local community and the surrounding area. Children who attend other schools in the area are welcome, although staff are unable to collect children after school except those at Beenham Primary School.

The after school club currently supports a number of children with learning difficulties. There is disabled access to the setting.

The club employs three permanent members of staff. Of these, two hold appropriate early years qualifications. Volunteers sometimes work at the club during the summer holidays.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and actively enjoy their time after school in the club. Children's welfare is effectively promoted by the staff and this ensures their safety and well-being. Strong links with the school and close liaison with parents ensure that staff know each child well which enables their needs to be met within the inclusive setting. Staff are constantly seeking to extend the range of learning experiences offered to children. As a result of good leadership and management, the setting has a good capacity to maintain continuous improvement.

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

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

- improve self-evaluation procedures by implementing plans to set up a more formal written process which identifies priorities and their impact on children's welfare and learning and development
- extend the range of resources to support children's learning and development

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

The setting meets the registration requirements of children in the early years age range. All children, including those with learning difficulties and/or disabilities, are welcomed and their individual needs taken into consideration. All safeguarding requirements are in place and appropriate records are kept. Risk assessments are completed and updated as necessary. Members of staff have completed first aid training and training on the Early Years Foundation Stage(EYFS). Planning is in place to show how the continuous provision at the club meets the learning and development needs of children in the early years age range. Each child in the EYFS has a learning profile that builds a clear picture of good progress through the use of samples of work, assessments and photographs.

There is a small safe, secure outdoor area with appropriate equipment. Resources are well organised for imaginative play and development of the areas of learning for all age groups. The provider reports that a particular strength of the setting is its very close partnership with the primary school. All staff have a very good knowledge of each child's interests. In discussion, the provider shows an understanding of the assessment requirements for children in the EYFS. There are effective systems for communicating with parents and for working in partnership with primary school staff to provide continuity in learning and development. There are also good partnerships with other sectors of the local community as, for example, in the setting's visits to the Beenham Wolves Conservation Trust nearby, from which it takes its name and logo.

Safeguarding systems and procedures are rigorous and all staff have had awareness training in child protection. Great care is taken with the medicinal needs of individual children when appropriate. Systems for evaluating the effectiveness of the provision are generally informal. Nevertheless, significant improvements have been made since the last inspection in resources and in introducing a wider range of learning activities, including audiovisual technology. These have had a good impact on children's learning and development. Staff are introducing a more formal written self-evaluation to promote and assess the impact of further improvements in provision. Staff, parents and children work well together in contributing suggestions for improving welfare and learning activities in the setting.

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

There is a happy buzz of activity in the after school club with each child engaged in a range of familiar or new interests. These develop and build well on skills learned in the classroom. Pupils readily confirm their enjoyment of the activities provided and parents agree that their children are happy at the club. The setting provides a good calm 'winding down' at the end of school. After registration a new theme for the day is introduced. For example, two children worked on an art idea by using 'cardboard print' painting which was then displayed in the setting. Children choose from planned and free-choice activities and a strong characteristic of the setting is

how well they relate to each other and are supportive of the early years children. This was well illustrated when one group of children took part in a role play on the theme of family while others used the sand box very imaginatively to enact a desert scene with soldiers. Staff are continually striving to extend the curriculum activities offered and a constant theme in their discussions is how to continue to improve the resources available to support the learning and development of all children.

Children benefit from exercise as they use the restricted space in the outside area for activities such as skipping. Staff ensure that safety equipment is always in place for physical activities. In good weather a wide range of the club's activities take place outside. Staff are able to link their observations on children in the Early Years Foundation Stage with their progress in the primary school because one member of staff works with the same Early Years Foundation Stage children in school. Activity plans are linked to the six areas of learning to ensure that they are all taken into consideration.

Risk assessment is thorough and all children learn about safety issues. The children have a choice of snack including sandwiches, toast, crumpets, cheese and crackers and fresh fruit. To drink they have a choice of fruit juice, sugar free squash, milk or water. Good hygiene is encouraged, for example, through children regularly washing their hands. Any accidents are appropriately recorded and reported to parents.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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