

Beehive Club

Inspection report for early years provision

Unique reference number EY334803
Inspection date 15/10/2009
Inspector Sarah Drake

Setting address Beehive Club, St Margaret's Primary School, Hive Street,
Hollinwood, Oldham, OL8 4QS

Telephone number 07879 012 628

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Beehive Club operates from two rooms within a mobile building in the grounds of St Margaret's Primary School. It is situated in a residential area of Hollinwood, Oldham. The club is registered on the Early Years Register and the voluntary and compulsory Childcare Registers. 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, of whom six are in the Early Years Foundation Stage (EYFS). The club is open each weekday during term time from 7.30am to 9.00am and from 3.15pm to 5.30pm. With the exception of Christmas, it is open during school holidays from 7.30am to 5.30pm. Children who attend the before and after school club are pupils at St Margaret's Primary School, those who attend the holiday club come from the wider local community. The setting can support children with special educational needs and/or disabilities and those who speak English as an additional language. There are six members of staff who work directly with children. The manager and deputy manager hold level 3 childcare qualifications, two other staff hold level 2 qualifications and the other two staff members are working towards level 2 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have a very good time at the club because staff know them well as individuals and take their preferences into good account when planning activities. Warm relationships abound so that children feel safe and grow in confidence within the supportive environment. Parents and carers are full of praise for the quality of the provision and the ease with which they can communicate with staff. Good quality leadership and management ensures the regular updating and improvement of the provision. Assessment arrangements are developing well. There is good capacity for the club to improve further.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment system further to ensure that planning promotes each child's all round skills
- establish a method for recording any pre-existing injuries that children arrive with at the setting.

The effectiveness of leadership and management of the early years provision

The dynamic, well-informed and well-organised leader enthuses all her staff and the children who attend the club with a spirit of enjoyment whilst they are at the setting. Staff work together extremely well as a team. They demonstrate the

effectiveness of their good access to training through the positive way in which they interact with the children and other adults. Regular staff meetings mean that everyone is clear about expectations and adopts a consistent approach. The leadership is reflective of its practice and works closely with local authority personnel to develop action plans and bring about improvement. Excellent organisation of the accommodation and the staff ensures that children of different ages and dispositions are catered for equally well. A wealth of good quality, readily accessible resources that supports all areas of learning means that children have plenty of activities to excite their interest. The leader is alert to the extra needs of those who have special educational needs and/or disabilities or who speak English as an additional language and ensures that the setting provides suitably for them.

Safeguarding procedures are fully met. All the required policies and procedures are firmly in place, to ensure staff's suitability to work with children and children's health and safety whilst in the setting or moving between the club and the school. However, there is no system for recording any pre-existing injuries that children arrive with at the setting.

Strong relationships with parents and carers mean that they are fully confident about leaving their children in staff's care. This, in turn, helps their children to settle happily. Comments such as, 'both my children feel safe and are nurtured in their own ways', typify the views of many. Parents have ready access to documentation about the club and they appreciate the easy, daily communication with staff about what their children have been doing. Staff are very accommodating to specific requests to support individuals' well-being. Good partnerships with the school, where some of the staff also work, ensure easy transfer of information about pupils, especially related to their welfare.

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

Children greatly enjoy their time at the club because staff build very good relationships with them and provide plenty of interesting things for them to do. Strong emphasis is placed on making the most of each other's company and letting everybody join in. Parental comments such as, 'Since coming here my son has become a different boy. He is more happy, loves his time here and has someone to speak with about any problem', vividly demonstrates the good quality of the provision. The welcoming atmosphere and efficient organisation creates a dependable environment in which children feel safe to experiment with new activities and make new friends. Healthy, readily available snacks and access to water ensures they feel physically well. Opportunities for discussion, sometimes using puppets, effectively supports their emotional health. Children show tolerance and respect for others and behave very well because staff provide them with good role models. They have helped to create the club rules and also decide each week what items of equipment they would like to play with. They make an excellent contribution to the community. Recent discussions about swine flu led to them creating colourful posters about the need to wash hands carefully. This increased all the children's awareness of how to stay healthy. Staff also used the opportunity imaginatively to tie in with the celebration of Eid and decoration of hands with

mehndi patterns. Throughout the sessions, children cooperate well with others, are happy playing independently and respond positively to adult guidance, all skills that are important to their future well-being.

Each day's activities cater well for all areas of learning. Staff regularly record their observations of children's progress and these records identify the next steps that the child might take to lead their learning forward. However, staff do not always make good use of these records to identify in which area an individual shows specific strengths or weaknesses and then use this information to adapt their planning. On a day to day basis, all staff are adept at engaging children's interest, playing alongside them and asking questions that invite them to talk about what they are doing. They are also skilful at using opportunities as they arise, for instance, drawing attention to the need to strap a doll carefully into the buggy 'to keep her safe'. Through such serendipity children begin to make connections between actions, their impact and possible ways to resolve problems.

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

| | |
|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 1 |
| 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

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 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 | 1 |
| The extent to which children develop skills for the future | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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