

# Beavers After School Hours (B.A.S.H.)

Inspection report for early years provision

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**Unique reference number** 116238  
**Inspection date** 10/11/2009  
**Inspector** Martyn Richards

**Setting address** Beavers Community Primary School, Arundel Road,  
Hounslow, Middlesex, TW4 6HR

**Telephone number** 0208 570 9347

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**Type of setting** 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**

Beavers After School Hours club, known as B.A.S.H. is run by a parent management committee. It was first registered in 1993, and operates from a dining hall within Beavers Community Primary School, in the London Borough of Hounslow. A maximum of 30 children aged from four to eight years may attend at any one time. There are currently nine children under eight on roll, one of whom is in the early years age group. Older children also attend the club, which opens each weekday from 3:15pm to 5:45pm during term time. Children have access to a secure enclosed outdoor play area, and a foyer area for quiet activities. Most children at the club attend Beavers school, with which it has close links. Some places are available for children from other local schools. The club supports children with special education needs and/or disabilities and those who speak English as an additional language. At present the club employs two staff including the manager, both of whom hold an appropriate early years qualification. Additional staff are engaged when numbers of children attending rise. The club is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is satisfactory.

Beavers After School Hours Club satisfactorily meets the needs of children in the Early Years Foundation Stage. It is a welcoming and inclusive club which children enjoy attending, and which is held in good regard by parents. Club leaders are keen to develop the provision further. They have the commitment, and many of the skills, needed to satisfactorily continue its improvement into the future.

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

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

- improve the planning of activities for children in the early years age group, making more explicit what staff expect them to learn
- introduce a more systematic process for regular self evaluation, to ensure the key strengths and areas for club improvement are identified
- make secure staffing arrangements for occasions when the manager is absent

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

The manager has led and developed the club over many years. With her staff she has established a welcoming and safe environment in which children's personal and social needs can be met, and their families supported. Ensuring children's safety is rightly the top priority. Staff have recent and relevant training in child

protection, and are alert to any indications that children might be at risk. Fire drills are held regularly, and emergency evacuation procedures are clear. The facilities the children use, and any new activities provided are carefully checked for any dangers they might pose. The suitability of adults wishing to work with the children is carefully checked, and there are sound procedures to prevent a child being collected by any unauthorised person. The regular staff are fully qualified for their work, but there is no clear procedure setting out the action to be taken if the manager herself is unexpectedly absent.

The success of B.A.S.H. is based on good relationships and links with the host school and with the children's parents, helping to ensure that the individuality of each child is understood and respected, and that all are included in the provision. This is particularly valuable where children have special educational needs and/or disabilities. Parents value the club and the ease of contact they have with it. They typically comment "Staff are amazing. It's really helped me get a bit of a break", and "She loves B.A.S.H. The staff are brilliant and really child-friendly". There is a satisfactory commitment to promote equality and diversity.

The staff are keen to see the club thrive and to improve its provision. They seek parents' and children's views through surveys, make use of suggestions from the local authority, undertake valuable additional training, and have fully implemented the recommendations of the last inspection. They clearly have the capacity to continue developing the club. This said there is no systematic process for regularly reviewing the club's performance and identifying priorities for improvement. As a result the club's implementation of new requirements for provision for children in the early years has been patchy. A satisfactory start has been made in setting up a Key Person scheme to ensure a named adult develops a close and attentive relationship with each child. The manager has also begun to implement a sound programme of observations which, when developed further, will show how individual children progress during their time in the club. However, the activities planned for the children take too little account of the particular learning needs of the youngest.

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

Children enjoy coming to the club. They are polite and friendly, playing happily together and helping each other when the need arises. Behaviour is good, and children use equipment and facilities safely and sensibly. They have confidence in the staff, and easy relationships enable them to share any concerns with adults. The children have a positive and respectful manner. The periodic survey they contribute of their likes and dislikes are typical of the constructive contribution they make to the ethos of the club. They appreciate the well-balanced and healthy hot snacks and drinks provided each afternoon, meticulously washing their hands before sitting down to eat in a calm and mannerly group.

The club provides a good balance of indoor and outdoor activities, and is well equipped with toys and equipment. The children are often free to make choices about which activities to undertake, and this helps develop independence and self-

confidence. They particularly like vigorous outdoor activities, playing with construction toys and counting games, and, especially, making pizzas. Activities like these have the potential to contribute valuably to young children's learning. However, staff planning makes too little distinction between activities for the oldest and those for the youngest children, and does not make clear enough what the early years children are to gain from what they do. Consequently, good learning opportunities in areas such as language development, problem solving, and knowledge and understanding of the world are missed. However, the personal and social skills, good behaviour and self-confidence of the children stand them in good stead for their future education.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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