

B.A.S.I.C.

Inspection report for early years provision

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Inspector Fiona Robinson

Setting address Beoley First School, Holt End, Beoley, Redditch,
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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

B.A.S.I.C. Out of School Club opened in 1999 and is run by a committee. It operates from Beoley First School, Beoley, on the outskirts of Redditch, Worcestershire, every Monday and uses a classroom, the hall and outside area. From Tuesday to Friday it uses the Beoley village hall and outdoor area. There is ramped disability access to the setting. Children attend for a variety of sessions from Beoley First School and local middle schools.

A maximum of 24 children may attend the club at any one time aged between four and eight years of age. It also takes children up to 11 years of age. There are 29 children on roll, of whom five are under five years of age. The club operates from 7.30am until 8.45am and 3.15pm until 5.30pm daily. A holiday play scheme operates from this site from 7.00am until 5.30pm, subject to demand.

The club employs six members of staff who work with the children on a rota basis. Of these, four hold appropriate early years qualifications and two staff members are currently working towards one. The setting is registered 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 good.

Children enjoy all the activities provided and behave well. Staff ensure their needs are met in an inclusive and welcoming environment. Partnerships with parents and the host school are good and the children feel valued and involved in indoor and outdoor activities. The manager and staff have a good awareness of the setting's strengths and areas for improvement and there is a good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- develop assessment procedures and explore ways of recording achievement
- develop the use of technology in activities.

The effectiveness of leadership and management of the early years provision

Children are cared for in a secure environment. Daily safety checks are made to ensure the environment is safe for children's play. Risk assessments are rigorous and there are robust collection procedures in place. Staff are deployed effectively to keep children safe and secure. They have a good knowledge of safeguarding issues and their role in children protection. Comprehensive policies and procedures

are implemented to ensure children are safeguarded at all times. There are rigorous systems in place for staff recruitment and vetting.

Partnerships with parents and carers and the host school are good. Parents receive regular information through discussions, newsletters and the parents' notice board. They feel staff are welcoming and caring and children enjoy their time at the setting. Parents' feedback is valued and they are supportive of the club's fundraising activities, such as the summer fete and skittles night. The relationship with the host school is good and the club benefits from the use of its facilities, including the hall and secure outdoor environment. Staff ensure there is a smooth transition to and from school at the beginning and end of the day and information is shared effectively.

The club is well led and managed. Good self evaluation systems ensure that the views of parents, children, staff and management are taken into consideration when identifying priorities for planning. Good progress has been made in addressing the recommendations from the previous inspection. In particular, staff have a clear idea of their roles and responsibilities and frequently access training. Policies and procedures are regularly reviewed and updated. There are comprehensive plans in place for future improvements, such as developing ways of recording assessment and achievement for the youngest children. Staff also recognise the need to develop the use of technology in activities. They actively promote equality and diversity in the setting and see that children are fully included in activities and games. Staff ensure that children make effective use of resources and choose a range of interesting activities to extend their play. They demonstrate a good capacity to improve in the future, because they work well together as a team.

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

Play is well planned and purposeful and children achieve well. Staff welcome children's suggestions for activities and include these ideas in the planning. They are developing ways of evaluating the work of the children and recording the achievements of the youngest children.

Children develop a good knowledge of how to keep themselves healthy and safe. They enjoy physical exercise and have valuable opportunities to play outside each day. They are keen to meet the challenge of an obstacle course, skip with their friends or play football and dodge ball. Indoors, they cooperate well with one another as they learn new routines on the dance mats. They are encouraged to make sensible choices at snack time, such as selecting healthy toppings for their pizzas. They enjoy growing cress and making cress sandwiches. They enjoy healthy snacks, such as crackers, fresh and dried fruits. Independence is promoted well. They learn how to use equipment safely as they make fruit kebabs and cakes. They benefit from talks on safety and have a good understanding of how to evacuate the setting quickly in an emergency.

Children are well behaved and respectful of each other and helped to draw up the

club rules. They have good relationships with one another and behave well because staff are good role models with clear expectations. Children construct models together and share resources sensibly. They are motivated by a range of activities and experiences planned within a stimulating environment. Staff regularly praise and encourage the children in all that they do, which helps to build up their self-esteem.

Children enjoy their time at the club and are able to choose to play quietly or be active. They develop their creative skills as they make kites or paint and colour pictures. They respond well to the good care and support given by staff. Personal development and language skills are promoted well. Children concentrate well and enjoy playing tabletop games and building dens. Their independence is actively promoted because resources are easily accessed, enabling them to make good choices. They cooperate well when playing parachute games and enjoy making necklaces out of beads. They have more limited opportunities to use technology, such as digital cameras and computers in the setting. They are keen to take part in their own talent shows and enjoy learning about other festivals and cultures. Festivals such as Diwali, Christmas and the Chinese New Year and themes such as "transport" and Spring enrich their experiences. They enjoy fundraising activities and going on trips to the Butterfly Farm and The Black Country Museum during holiday club sessions. Overall, children are well prepared for life outside the school day and future learning experiences.

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	3
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

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	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