

BEADIES (Before & After School Club)

Inspection report for early years provision

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Inspection date

02/07/2010

Inspector

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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

BEADIES (Before and After School Club) is organised by a voluntary management committee. It opened in 1998 and operates from the school hall of St Joseph's and St Bede's Roman Catholic Primary School in Bury, Lancashire. Children have access to secure enclosed outdoor play areas. The setting opens Monday to Friday from 7.30am until 8.45am and from 3.15pm until 5.15pm term time only.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children under eight years old may attend the setting at any one time. The setting takes children from four years old and also offers care to children aged eight years old to 11 years old. There are currently 51 children on roll, of these 31 are under eight years old and of these, seven are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are six members of staff, including the manager, who work directly with the children. Of these, five hold early years qualifications to level 3, one staff member holds a level 2 qualification, and one member of staff is currently working towards a recognised qualification. The setting is a member of the '4Children' network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

BEADIES provides the children who attend with a welcoming and inclusive environment, where each child is valued for their individuality. As a result, their learning and development, welfare and general well-being are appropriately promoted. Staff work well together and know the children very well and are therefore able to meet their individual care needs successfully. Partnerships with parents and carers and other early years professionals are very positive and support children's placements. While the club shows satisfactory capacity to improve overall, planning for improvement, including processes of self-evaluation are not yet fully developed. As a result, some of the records required for the safe and efficient management of the provision are not fully in place.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- formulate policies to show the procedure to be followed in the event of a parent failing to collect a child at the appointed time and in the event of a child going missing (Safeguarding and promoting children's welfare)

01/09/2010

- request written permission from all parents for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

01/09/2010

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

- review systems to ensure that the attendance register consistently states the time of departure of children attending the club
- ensure a record is consistently maintained of the regular evacuation drills carried out and includes any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded, as staff have a clear understanding of the indicators of abuse and the procedures for reporting concerns. An appropriate safeguarding policy is in place, and several staff have completed safeguarding training. However, although staff demonstrate an understanding about the procedures to be followed for dealing with missing or uncollected children, written policies are not available as required by the Early Years Foundation Stage. Appropriate recruitment and vetting procedures ensures the suitability of all staff working with children. Most of the required records are appropriately maintained and promote the safe and efficient management of the club. However, a record is not consistently maintained of the regular evacuation drills carried out and the systems for recording attendance do not always ensure that children's times of departure are recorded. There are good daily checks of the premises and areas used by the children and full risk assessments are carried out by the school. Staff gather relevant information on the children using school enrolment forms, however this does not include written permission from parents for the seeking of any necessary emergency medical advice or treatment in the future, which is a requirement of the Early Years Foundation Stage.

A high ratio of qualified staff work within the club, they show commitment to their ongoing professional development by attending relevant courses. An effective key person system is in place to support children, and staff meet regularly to plan activities and discuss children's development. The club shows a satisfactory capacity to improve overall. The manager has accurately identified the setting's strengths and some of the areas for development, and has begun to implement suitable systems for self-evaluation. All children have equal access to all opportunities and resources. As a result, inclusion is well promoted.

Partnerships with parents and carers are good. All parents and carers spoken to state that they are extremely happy with what the club has to offer their children. Communication with Foundation Stage teachers and other professionals is good and supports children's progress and development.

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

Staff have a good understanding of the Early Years Foundation Stage and as a result, children make good progress in their learning and development. Children arrive happy and after registration and snack, are eager to participate in the wide range of activities and opportunities available. Staff set resources out for them, but children make many choices about their play and often choose to play outdoors. Children confirm that they are happy, feel safe and enjoy attending the club. They choose activities based upon their interests. They move freely between the indoor and outdoor environments and self-select resources from those set out, which covers a range of play experiences. The organisation of resources, the environment, and staffing ensures that children benefit from a wide range of experiences. Staff regularly communicate during sessions, discussing observations and children's achievements. Good communication and feedback with the Foundation Stage unit teachers takes place, which ensures children receive a complementary curriculum and continuity of learning and care. As a result, their achievement and enjoyment is good. Children show good levels of independence, as they select activities, use the bathroom and independently access snacks and drinks. Children's behaviour is very good. They show care, consideration and respect for one another as they play, for example, a group of children of mixed ages enjoy a game of football. Children make confident decisions about their play and are becoming active learners. Children communicate effectively, as they negotiate and make suggestions during their play. They talk about what they are doing within activities. For example, children explain how they are making finger puppets at the craft table and currant buns in the sand tray. Children have many opportunities to make marks using a range of resources and have access to books for quiet reading, both inside and outdoors. They practise their numbers as they play floor dominoes and other board games.

Children confidently use technological resources, enjoy playing on the games console and access a variety of different construction equipment, which they use to create three-dimensional models. They use a variety of resources to create individual pieces of art and craft and enjoy playing in the water tray. Children enjoy a variety of physical play opportunities, for example, joining in with ball games and using the balancing beam in the outdoor play area. They also develop their imaginary skills well, as they create their own stories while using small world resources in the sand tray. Children make a positive contribution to the club, as they complete pupil survey questionnaires giving their views on activities, food and other club issues, encouraging the development of their skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
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	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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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