

# Beck Out Of School Club

Inspection report for early years provision

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**Unique reference number**

EY411308

**Inspection date**

01/11/2010

**Inspector**

Sandra Williams

**Setting address**

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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**

Beck Out of School Club has been established since September 1998. It is managed by a committee and has been registered at the current address at Heron Hill in Kendal, Cumbria, since June 2010. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The children have access to four rooms, toilets and an enclosed outdoor play area.

The facility is open from Monday to Friday from 7.30am until 9am and 3.15pm until 5.45pm during term time. It also offers a holiday club during school holidays. A maximum of 32 children under eight years may attend the facility at any one time, of which no more than 32 may be in the early years age range. There are currently 90 children on roll, of which 44 are in the early years age range. The setting offers support to children with special educational needs and/or disabilities and children who have English as an additional language. There are five members of staff who work with the children, all but one hold appropriate early years qualifications. Good links exist with the local school. Access for those with disabilities is good.

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

Overall the quality of the provision is good.

Children enjoy a wide range of activities and are making good progress in most areas of their learning and development. Staff know the children well, respect their uniqueness and encourage their individuality. Strong partnerships with parents and others contribute to ensuring that the needs of all children are met to a high standard. Children are safeguarded as most of the safety procedures are in place. The self-evaluation and monitoring systems ensure continuous improvement in the practice and staff have a clear understanding of their strengths and areas for development.

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

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

- improve the current security system and consider what additional measures may be necessary to make sure children cannot leave the premises unsupervised
- build upon the current processes for tracking children's development and increase their opportunities to develop skills in information and communication technology.

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

Children are safeguarded as staff have undertaken safeguarding training and have a good understanding of their responsibilities for keeping children safe. Robust procedures are in place to ensure any concerns about the children are dealt with effectively. The clear recruitment procedures ensure that staff are suitable and safe to work with children. Risk assessments are thorough and minimise risks to children whilst in the setting and on outings. Children are kept safe due to the vigilance of staff and the good levels of supervision provided. The premises are kept locked during the operational hours, which means that intruders cannot enter the building. Children are aware that they must not leave the building alone and their whereabouts are supervised by the staff. However, it is currently possible for children to unlock the door and they could leave the premises.

Regular two-way communication between parents and staff ensures that the children's needs are well met. Diaries are also used as a method of sharing important information. Good liaison exists with other professionals who work with some of the children, such as, occupational therapists and social workers. Strong links have been established with the staff at the school, which also has a very beneficial impact on the children's overall welfare.

The staff promote equality and diversity very well as they have undertaken training and they follow their equal opportunities policy. The setting is an inclusive and welcoming environment where all children are welcome. Children with additional needs are extremely well integrated and supported by staff and the children. The effective deployment of staff and resources ensures that children are enabled to make independent choices and move easily from one activity to another. The high level of commitment by staff and their self-evaluation systems clearly demonstrate how they strive to maintain their professional development and continuous improvement. They undertake a number of training courses and are able to demonstrate how they apply their knowledge to their practice. There are very clear written policies and procedures in place which effectively promote children's health, safety and well-being.

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

Children are happy and settled at this out of school club. They are well supported by enthusiastic and experienced staff who have a clear understanding of their individual needs. Planning for activities is clearly based on children's individual needs and interests. The staff have a good knowledge of each child's stage of development in all areas of learning and keep clear records of their progress. They are beginning to use this information to inform future plans for each individual child's next steps in their development, but this is in its early stages.

The children have good opportunities to adopt healthy lifestyles. Outdoor play in the fresh air fully promotes the children's health and well-being. The children

develop many physical skills as they play ball games, such as, football and tennis. They also develop hand/eye coordination as they challenge each other to games of pool and ten pin bowling. They take turns to choose the snack each day, which consists of a selection of fresh and dried fruits and filtered water. The children follow good hygiene practices as they wash their hands before eating and they know that this is necessary to get rid of germs. Children feel safe in the care of the staff with whom they have developed close and trusting relationships. They learn about keeping themselves safe as they follow their own rules established by the children's committee. The children are well behaved and cooperative. They are encouraged to play nicely together and share the toys and take turns. The children are considerate and respectful and are very willing to offer support to others who may be less able than themselves.

The children develop skills for the future in many ways. Their growing awareness of numbers and problem solving is encouraged as they count, for example, when playing board games and puzzles. The children have many opportunities to make marks, for example, with pens, crayons and stencils. Their opportunities to learn how to use everyday technology is, however, limited as they currently do not have access to a computer or many programmable toys. Children learn about the wider world through various themed activities throughout the year. To celebrate Chinese New Year they make dragons and lanterns as well as practising Chinese writing and cooking oriental food for their snacks. They share experiences that they have enjoyed within their local community, such as, seeing the Christmas lights being switched on by Father Christmas and his reindeers. Overall, children enjoy their time at this setting.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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