

B.A.S.I.C.

Inspection report for early years provision

Unique reference number	205134
Inspection date	30/03/2011
Inspector	Lucy Showell
Setting address	Beoley Village Hall, Holt End, Beoley, Bromsgrove, Worcs, B98 9AN
Telephone number	07773667481
Email	
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.

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

B.A.S.I.C Out of School club is one of two clubs run by B.A.S.I.C Ltd. It is managed by a voluntary management committee, made up of parents of children at the club. The provision opened in 1999 and operates from the main room of Beoley Village hall, on the outskirts of Redditch, Worcestershire. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children may attend at any one time. The provision operates from this site from each weekday during school term times only. The breakfast club operates from 7.30am to 9am Monday to Friday. The after school club operates from 3pm to 5.30pm on Tuesday to Friday. Children attend for a variety of sessions. The provision employs four members of staff who work with the children on a rota basis. Of these, two hold appropriate early years qualifications at Level 3 and two at Level 2. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

B.A.S.I.C Out of School club provides for happy children in a large welcoming environment. Staff have increasing understanding of the Early Years Foundation Stage and adequate knowledge of the welfare requirements within. Their partnership with parents and associations with other early years professionals are being developed to ensure all children's individual needs are inclusively and consistently met. Most of the required documentation is in place including some informative policies and procedures. Staff are showing satisfactory capacity for continuous improvement and are developing effective methods of self-evaluation to identify future goals.

What steps need to be taken to improve provision further?

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

- keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique reference number of CRB disclosures obtained and the date on which they were obtained (Suitable people) 15/04/2011
- devise a written procedure for dealing with concerns and complaints including details for contacting Ofsted and an explanation that parents can make a complaint to Ofsted should they wish (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 15/04/2011

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

- ensure children are supervised at all times, with staffing arrangements organised to meet the individual needs of all children
- lead a collaborative learning culture - providing time and space for knowledge-sharing, questioning of practice, testing new ideas and support for continuous professional development for all staff.

The effectiveness of leadership and management of the early years provision

Staff have appropriate understanding of child protection procedures. They have secure knowledge of their responsibilities to report concerns and deal with allegations. The written information is currently being updated to reflect this. There are appropriate recruitment and vetting systems in place to ensure all people working with the children are suitable to do so. However, the evidence of the checks carried out for one member of staff is not available for inspection. Staff conduct a formal risk assessment and constantly reappraise the environment and activities. Necessary adjustments are made and checks recorded effectively. In addition to this the emergency evacuation procedure is clearly defined and regular drills are carried out. Most written policies and procedures, which have been reviewed and updated, are in place and are shared effectively with parents and staff. However, the procedure for dealing with complaints is not available.

Staff are enthusiastic about their roles and responsibilities and have built some good relationships with the children. There is an adequate range of quality and durable equipment, and the staff's proactive approach to community working ensures the sustainability of the provision. Various activities and opportunities are provided for the enjoyment of all children present. However, at times there are a significantly higher number of older children attending. This has led to occasions when the care of the children in the Early Years Foundation Stage is adversely affected. As a result, children are not always supervised and staffing arrangements do not meet the individual needs of all children. Staff work hard and have effectively addressed recommendations raised at previous inspections. They are also seeking advice and guidance from their local authority development worker. Satisfactory systems for self-evaluation are established and improvements are being made. However, formal assessments are completed by committee members before the staff. This means that the collaboration of knowledge and opinions is not fully explored. As a result, the importance of improving outcomes for children is not captured in the identified priorities for the quality of the provision.

The staff are welcoming to parents and other carers. There are key systems in place to enable valuable information to be shared on an ongoing basis. Photographs, displays and daily discussions show positive attitudes and help children and families to recognise that they are valued. The provision does not currently care for children with special educational needs and/or disabilities or English as an additional language. However, staff recognise and value the

importance of partnership working should the need arise. Relevant information is shared effectively with the teachers at school. As a result, there is consistency in approach and the experiences on offer complement those within school.

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

The clean and spacious environment is safe and sound security systems are in place. Children enjoy healthy and freshly prepared snacks such as fruit slices and toast at a sociable snack time. Their independence is encouraged as they select from the options available and freely pour their own drinks when required. Children are aware of their health and self-care needs such as washing hands and independent toileting. They develop appropriate skills for the future as they are encouraged to take responsibilities. For example, children use good manners and help to tidy up the resources when they finish playing. Some effective methods of behaviour management are becoming established as staff reinforce gentle reminders and prompts during play.

Children are increasingly aware of their own and others' safety. For example, they put on reflective jackets to cross the road and to ensure they are easily identified as part of the group whilst walking over from school. Staff observe the children and understand their individual developmental progress with competence. They produce learning journals for each child with some lovely photographs and examples of children's work included. These are shared with parents giving them the opportunity to contribute to the assessment process and support their child's learning and development. Flexible and focussed activities and experiences are planned well to promote children's development. As a result, successful personalised learning is taking place.

Throughout the provision, positive relationships between staff and children are being built. As a result children are becoming more confident and socialise well with one another. They enjoy free access to the activities which are set out or can select other equipment that they would like out. Children thoroughly enjoy physical activities outside. Whilst the weather is good they spend the majority of the time outside. They roll, throw and catch balls and negotiate around each other as they play team games. Inside they select board games and build with construction. They use the role-play resources to act out real and imagined experiences and select from a range of materials to draw and colour pictures to take home. Overall, children are happy and well cared for. They benefit from the suitable range of opportunities and experiences on offer which complement their busy school day.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's engagement with parents and carers	3

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	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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 15/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints). 15/04/2011