

The Bee Hive Club - Orchid Vale

Inspection report for early years provision

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Inspector

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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

The Bee Hive Club (Orchid Vale) is one of five clubs run by the Beehive Company. It is situated in Orchid Vale Primary School, Swindon, Wiltshire and was registered at the school in 2006. The setting uses the secure school grounds for outside play, the school library, adjoining design and technology room, and the spacious hall. There is easy access to the school toilets. The club opens each weekday afternoon from 3pm to 5.45pm during school term times, and is registered to care for a maximum of 24 children aged from three to eight years old at any one time. Older children are also accepted. Currently there are 37 children on roll. Six children are in the Early Years Foundation Stage. The club welcomes children who speak English as an additional language and any who may have special educational needs and/or physical disabilities. There are three members of staff working with the children, all of whom hold a National Vocational Qualification at level 3 or above. The Bee Hive Club is registered on the Early Years Register and on both the voluntary and compulsory part of the Childcare Register. It also receives support from the Swindon Sure Start Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The Bee Hive Club is an excellent after-school setting which provides an extremely warm, safe and caring environment for children in the school and the community. The well-qualified staff have a great commitment to making sure that they provide for all the needs of the children in their care. There are excellent links between the home, the school and the club. Children learn in a relaxed, play-based atmosphere where they have great fun. The owner, the manager and her staff work exceptionally well as a team and know exactly what needs to be done to prepare for the club's future development, such as keeping the excellent range of resources under review.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review and increase the resources for children in the Early Years Foundation Stage in order to ensure the club is well equipped to cope with the projected rise in numbers.

The effectiveness of leadership and management of the early years provision

The leadership and management of The Bee Hive Club are excellent because the staff work extremely well with the school, parents and carers to provide after-school care which is 'home from home with some fun'. Children are very happy, safe and secure because of this seamless transition and excellent partnerships. The children's safety is a very high priority for the staff, who collect them from classes and accompany them to the bright and colourful school library for registration. There is outstanding communication between the club and the school because the manager has an excellent relationship with the school staff, and because she knows all the children very well. There is also a very careful hand-over procedure to parents and carers at the end of the club session. The staff are acutely aware of their responsibilities in relation to protecting children from harm. They have been well trained in child-protection procedures and know what to do should they ever need to set the process in motion. There are robust procedures in place to make sure that all staff are suitably vetted to work with children. Risk assessments are rigorously carried out and first-aid procedures are highly effective. All information is extremely well organised and documentation is available to parents and carers. As a result everyone is very well informed and working in the best interests of the children.

The Bee Hive Club is an extremely inclusive setting. Children with special educational needs and/or disabilities, and those who speak English as an additional language have all the support they need. Staff make the extra effort to gain specialist advice when needed, and willingly take on additional training in order to meet the needs of all the children in their care. Consequently, children of all ages play together and learn to appreciate each other's differences, skills and talents. The staff listen to the children's views, and questionnaires have proved an excellent source of information about how to improve the club. The school premises, facilities and club resources are excellent. The children play and learn in the modern, spacious, stimulating, clean and well cared-for school environment which everyone values and appreciates. All hold The Bee Hive Club in high regard and children are often reluctant to go home at the end of the session because they are enjoying themselves so much.

The club's outstanding capacity to improve is founded on rigorous self-evaluation which gives the owner and her staff an excellent understanding of where improvements are needed. They are extremely well informed about the changes taking place in the community and know that the club does not currently have sufficient resources to meet the needs of the projected increase in children of Reception age in the future.

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

The children make excellent progress in all areas of learning because there is a seamless transition from school to the club. They thrive in a very caring, warm and extremely welcoming environment where they know they can trust the adults. In

particular, the staff's extensive knowledge of the children in the school and the community enables them to contribute significantly to children's personal and social development. They successfully build up their self-confidence and self-esteem, and also help them get ready for the next stage in their education. Children work and play extremely well together and with older pupils from the school and students from the local secondary school in a stimulating environment.

The children are encouraged to play outside in the fresh air as often as possible. They enjoy taking part in a variety of games which the staff sometimes organise. They develop new skills by using a wide range of equipment, such as hoops and skipping ropes, and join in vigorous physical activity with great enthusiasm. Children have the opportunity to play together or alone, developing both collaborative skills and independence. They play hide-and-seek with their friends or practise football skills in the ball-play area. The needs of all the children are met and their physical development is exceptionally well promoted. During bad weather, the children have access to the spacious school hall, and staff adapt their plans accordingly. The children learn through taking part in creative activities in the school's design and technology room, or playing with construction toys in the comfortable library. Staff make brief but flexible plans which enable them to respond to the children's ideas and choice of activity. This enables them to change resources when appropriate and have equipment to suit all seasons; for example, during the winter months the children can choose to spend more time indoors, resting on comfortable beanbags and reading books. Delightful portfolios and scrap books provide an excellent record of some of the activities the children have been involved in. They are highly valued, and are a good source of information for parents and carers about how their children are getting on at the club.

Tea-time is an enjoyable social occasion. The children are extremely articulate and can discuss the 'pros and cons' of healthy eating and the importance of following hygiene rules. Such times give children and staff an opportunity to chat and enjoy each other's company in a relaxed way, promoting excellent social skills. The children are full of fun, enjoy making jokes and have excellent relationships with each other and with the adults who care for them. They are also very respectful. They willingly offer to help clear away the dishes, have very good manners and respond with good grace to gentle reminders about unacceptable behaviour. The children thank the staff when they leave at the end of the session and when parents and carers come to collect them. The Bee Hive Club successfully contributes to giving children an excellent start in life.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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