

# Bengeo Time Out Club

Inspection report for early years provision

---

<b>Unique reference number</b>	123977
<b>Inspection date</b>	28/02/2012
<b>Inspector</b>	Susan Rogers

<b>Setting address</b>	Bengeo Primary School, The Avenue, Hertford, Hertfordshire, SG14 3DX
------------------------	---

<b>Telephone number</b>	07939 149168
-------------------------	--------------

<b>Email</b>	
--------------	--

<b>Type of setting</b>	Childcare - Non-Domestic
------------------------	--------------------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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

Bengo Time Out Club registered in 1997 and is committee run. It operates from Bengo Primary School in Bengo, Hertfordshire. Children who attend also attend the host school. The club operates from Monday to Friday, term time only. Sessions are from 8am until 8.55am and from 3.15pm until 6pm.

A maximum of 16 children aged between four and eight years may attend at any one time. Currently there are 60 children on roll, of whom 30 are under eight years of age and 12 are in the early years age group. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club supports children with special educational needs and/or disabilities.

There are six members of staff who work with the children. Of these, three hold early years qualifications to at least level 2. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are supported by considerate staff while they settle happily into this popular out-of-school club. Suitable premises and resources provide children with a range of interesting activities, which they clearly enjoy. Partnerships with parents, school and additional agencies support children's overall care and development. The documentation is reviewed and is mostly effective, however, omissions mean that some of the regulatory requirements are not met and some children's long-term medical needs are not fully protected. The system that measures the effectiveness of the club is emerging through consultations with parents and children, demonstrating that the club has a satisfactory potential for ongoing improvements and developments.

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

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

- ensure there is a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 28/03/2012
- implement an effective policy on administering medicines, which includes effective management systems to support individual children with medical needs (Safeguarding). 28/03/2012

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

- allow parents free access to all developmental records about their child and the opportunity to add comments
- employ a whole setting approach and support collaborative working to promote the achievement of all children.

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

Children are appropriately safeguarded as staff know how to respond if there are concerns in respect of their care. Staff have attended child protection training and understand the child protection policy. Staff suitability is maintained through appropriate vetting procedures and access to ongoing training opportunities. The management's support for the staff includes regular appraisals, providing them with opportunities to extend their skills and contribute towards operational procedures. The premises are safe, and systems that promote children's feelings of safety are in place, which develops their confidence. Daily check lists are completed to monitor risks on the premises. However, currently there is no record of a risk assessment stating when it was carried out, by whom, date of review and any action taken following a review or incident, which is a requirement. The premises are spacious and enable children to enjoy a range of interesting activities. Resources are suitable and sufficient for the age and abilities of children who attend.

Partnership working provides overall support for children. There are suitable links with the school, and there are frequent exchanges of information when children are collected from their classrooms, promoting continuity of care and learning. Additional support for individual children is identified and supported as staff share information and records with teaching staff. Children's safety is considered as they play outdoors while wearing high visibility vests, which further promotes their feelings of safety. Children's individual needs are mostly protected through staff having detailed knowledge of their play preferences and there are satisfactory levels of engagement with children and their parents. Most of the procedures are effective in protecting children's welfare needs. However, the policy on administering medicines, which includes effective management systems to support individual children with medical needs has not been fully implemented, which is a requirement.

The system that measures the effectiveness of the club is currently developing and is becoming effective in driving forward further improvements. Consultation with parents and children has commenced and contributes towards improvements. The availability of sufficient staff and their understanding of each child's individual needs ensure that children make suitable progress and that they enjoy their activities. Communication with parents and carers through discussions as they collect their child and an informative newsletter provide suitable links and contribute towards continuity of care.

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

Children enjoy their time at this busy and well-attended club. They are supported by caring and considerate staff who are available to support children individually and promote team-working activities. Staff document the progress of children in the early years age group and plan for the next steps in their development. However, the storage of these developmental records does not enable parents to have access to them or add comments.

Appropriate planning during the sessions allows children to enjoy a range of outdoor activities, enabling them to benefit from the fresh air and large outdoor spaces. Ball games are particularly popular as children work together in teams supported by staff. They use the larger outdoor spaces to grow their own vegetables and explore the hedgerows during the summer months. Craft activities are available for all children using a range of materials. They grow plants using compost and socks and use their creative ideas to create glove puppets. This inspires them to develop their own ideas using coloured pens and wool. Throughout their activities, children chat to one another and to staff explaining what they are doing and suggesting further ideas. The younger children use pop-up tents to explore further creative ideas. Children's independence is promoted as they make their own sandwiches and pouring their own drinks at snack time. Their opinions are considered as staff incorporate their food preferences into the menus. Throughout all activities, staff make sure that children's own interests and play preferences are followed, and they listen to their comments and suggestions so they can use them when planning for further activities. Board games and table top activities give children opportunities to develop their problem-solving skills as they work together to devise resolutions.

Children enjoy eating their breakfast and afternoon snack as they chat with their friends, and staff enjoy this social experience. They enjoy a range of nutritious snacks that include fresh fruit and vegetables. They are encouraged to eat a healthy diet as they make their own sandwiches and discuss which foods are good for them. Children always have sufficient to drink as they pour their own fruit squash or use the water cooler.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----