

# Beech Tree Out of School Club

Inspection report for early years provision

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**Unique reference number**

307484

**Inspection date**

14/03/2012

**Inspector**

Julie Firth

**Setting address**

Beech Street County Primary School, Beech Street, Winton,  
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**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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**

Beech Tree Out of school club was registered in 2000. It operates from Beech Street County Primary School in Eccles. Children have access to a self-contained building, with a separate entrance to the school. A classroom and the school hall are used on some occasions. There is a separate play area at the rear of the building. The group is registered to care for a maximum of 30 children aged under eight. There are currently 40 children on roll who attend for a variety of sessions. Of these, nine children are within the early years age range.

The group is open five days a week from 7.45am until 9.00am and from 3.00pm until 5.30pm during term time only. The holiday club is open Monday to Friday from 7.45 am until 5.30pm during some school holidays.

Overall, a total of 18 staff work with the children, although this occurs on a rota basis. All staff hold appropriate early years qualifications to at least NVQ level 2 or 3, with the manager holding a level 6 qualification. The setting receives support from Salford Sure Start.

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

Overall the quality of the provision is satisfactory.

Children are valued as individuals and inclusion is promoted throughout the club. There is a strong emphasis on safety and children are supervised well throughout the sessions. Staff have a suitable knowledge of the Early years Foundation Stage and children participate in some fun learning activities. However, planning and observation is still in the very early stages of development. The club have established suitable partnerships with parents and the school, although this is still developing. The manager recognises staffs' strengths and weaknesses, although self-evaluation is not yet used effectively to review and monitor practice.

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

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

- develop, planning observation and assessment and ensure that they are securely linked to the areas of learning
- use the self -evaluation effectively to monitor the provision
- develop systems to work more effectively with school to enhance the continuity of care and education for the younger children
- review the operational plan regarding the deployment of staff to enhance children's learning and development.

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

The management and staff display a good understanding of safeguarding issues, keep up-to-date with the Common Assessment Framework process and attend training with the local authority. They are confident in their roles and responsibilities to protect children in their care. The manager questions staff regularly about the procedures they follow to ensure consistency of knowledge. Furthermore, all staff and volunteers are vetted and robust systems are in place to monitor ongoing suitability to work with children. The premises are secure and use of a new CCTV system further reinforces the safety of children. Good, rigorous risk assessments, for both inside and outdoors, are in place to ensure that risks to children are minimised. The register is kept up-to-date and records children's actual times of arrival and departure.

All required documentation and written policies are in place. The room is suitably organised to give children opportunities to become independent and to choose how they spend their time. A book corner has been set up for children to sit and read. However, this is not used to best effect in providing a place where children can sit and relax after a long day at school.

An inclusive and welcoming service is provided for all children. Displays of children's work and age-appropriate resources create a child-friendly environment. Daily communication informs parents of their children's activities and a complaints procedure is in place. Staff are beginning to work closely with outside agencies to promote an inclusive and welcoming environment for children with special educational needs and disabilities. They explain to children attending the club that some others may need extra help. The club communicates on a daily basis with the school, as staff prepare rooms for the children. However, the systems for supporting children's transition between the club and the nursery class on site, are not yet fully effective in supporting continuity of care and education for the youngest children attending. Staff have frequent opportunities for professional development and training and they are continually improving their skills for the benefit of the children. The manager is aware of the strengths and weaknesses of the club. However, the self-evaluation system is still under development. Furthermore, there are weaknesses in the key person system and the deployment of qualified staff during the out of school sessions.

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

Staff have a suitable awareness of the learning and development requirements of the Early Years Foundation Stage. Evidence in the daily diary indicates children take part in fun activities. However, planning is not fully developed or linked to all areas of learning. Furthermore, although staff are aware of the children's individual

needs, there are no systems in place for observing and tracking children's progress.

Staff question the children to encourage them to become independent thinkers. Resources are suitably accessible and labelled to encourage choice and independence. Children move around their environment with confidence; moving freely between their large care room to the outdoor play area.

Children's individuality is recognised. They celebrate some festivals alongside the school, such as Ede and Chinese New Year. This raises their awareness of a diverse society. They are encouraged to make friends and play well alongside their peers. Children use writing materials to make marks and they sometimes sit with staff to start the homework. Some thought is given to developing children's knowledge and understanding of the world. Children have access to programmable toys, games and puzzles to encourage discovery. Children's social skills are developed as they play board games and they sit and concentrate when threading beads. They have some opportunities to engage in role play and engage in arts and crafts, create clay models and cut out using scissors to make a collage. The structure of the day ensures all children have regular access to outdoor play, using bats, balls, skipping ropes and organising team games.

Children's health is generally well promoted. The premises, toys and equipment are kept clean. Regular discussions take place about the importance of hand washing, and posters around the bathroom area helps to develop children's awareness of the concepts of effective hygiene routines. Children enjoy some healthy snacks, and meal times are social occasions when they practise good table manners. They have access to drinks at all times in their own labelled water bottles. Children begin to understand the need to share and take turns appropriately. The staff set good examples and this is reflected in children's positive behaviour. Children are encouraged to keep themselves safe. They are reminded to be careful when playing outside and are made aware of road safety. Furthermore, as the club move to another part of the school, the children and their parents are involved in the whole procedure and made aware of each step of the safety required. A detailed fire policy is displayed and staff and children practise the evacuation procedure regularly throughout the year.

## 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	2
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

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### 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	2
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: Met

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