

# B.A.S.I.C.

Beoley Village Hall, Holt End, Beoley, Bromsgrove, Worcs, B98 9AN

<b>Inspection date</b>	03/10/2012
Previous inspection date	30/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
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## The quality and standards of the early years provision

### This provision is inadequate

- There is too little understanding of the Early Years Foundation Stage, resulting in several learning, development, safeguarding and welfare requirements not being met.
- There is poor monitoring of staff's practice and of children's learning and development.
- Children are not consistently safeguarded and kept safe because some committee members' suitability checks have not been completed and children are not always adequately supervised.
- Ineffective management of some activities and routines, along with older children's disruptive behaviour, impacts on children's overall enjoyment and well-being.
- Information sharing with parents and the school does not focus on children's learning and development needs.

### It has the following strengths

- Staff are kind and reassuring, effectively supporting children to settle, become confident and make friends.
- Children play independently and cooperatively, often concentrate quite well and enjoy being able to express their ideas through art and craft activities.
- Children's health and care needs are understood and effectively promoted.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the village hall and outdoors on the playing field.
- The inspector held meetings with the registered person, management committee chair and out of school club managers.
  - The inspector looked at children's observation records, planning documentation, records relating to children's health and safety and a sample of key policies, including safeguarding and complaints.
- The inspector checked evidence of suitability and qualifications of staff working with children.
  - The inspector took account of the views of children, parents and carers spoken to during the inspection and looked at examples of information shared with parents about their children and about how the out of school club operates.

## Inspector

Rachel Wyatt

## Full Report

### Information about the setting

B.A.S.I.C out of school club is one of two registered settings run by a voluntary management committee. It opened in 1999 and operates from the main room of Beoley Village Hall, on the outskirts of Redditch, Worcestershire. The breakfast club operates each weekday during school term times from 7.15am to 9am. The after school club operates each weekday during school term times from 3pm to 5.30pm. One Monday afternoon a month the after school session is held in the primary school opposite the village hall. The club opens in school holidays subject to demand. Holiday sessions are from 7.15am to 5.30pm. Children may attend for a variety of sessions. Outdoor play is provided on the adjacent playing field.

The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 28 children aged from four years on roll. Three members of staff work with the children. The two managers have relevant level 3 qualifications and the other member of staff has an appropriate level 2 qualification.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- implement effective systems to ensure members of the management committee, and any other person likely to have regular contact with the out of school club, are suitable to fulfil the requirement of their roles
- ensure that people whose suitability has not been checked do not have unsupervised access to children
- ensure information recorded about staff's suitability includes details of identity checks, the full date when each Criminal Records Bureau disclosure was obtained, and who obtained it
- improve staff deployment and the management of children's behaviour at important times during sessions, including toilet time, outside play and free play, to ensure a quality and safe learning experience for all children
- improve staff's knowledge of how to use the learning and development requirements to effectively guide children's learning, particularly in the prime areas of learning, and to complement their learning in school
- improve management and accountability arrangements to ensure the management committee and staff fully understand their roles and the Early Years

### Foundation Stage requirements

- improve links with parents and the school to ensure effective information sharing about children's learning and development needs and progress.
- foster a culture of mutual support, team work and continuous improvement that will ensure staff are supported in their role and benefit from training, coaching and consistent guidance.

### Inspection judgements

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have a limited understanding of the Early Years Foundation Stage learning, development and assessments requirements. They have not developed appropriate systems to enable them to adapt the educational programme to cater for the needs of children attending before and after school and, as a result, children are not able to make as much progress as they can. Key persons carry out brief observations of what children do, but are not assessing their starting points or their ongoing developmental needs. In addition, information sharing with parents and the school does not routinely focus on children's progress and their individual next steps. For example, daily feedback to parents sometimes includes information about a child's activities and routines, but does not include details about his or her attainments or where he or she needs more support. As a result, staff are not well informed about each child's stage of development and do not effectively plan and organise activities and resources that will build on and complement what children learn at school.

Young children enjoy being at the out of school club. The session before school, in particular, gives children time to have breakfast and to be relaxed and absorbed in various activities, such as rewarding art and craft projects. Staff effectively promote aspects of young children's personal, social and emotional development so that they become increasingly confident, play cooperatively and are well behaved. However, the quality of staff's interactions with children is variable. Adults do not consistently consolidate and extend children's speech and language, ideas and skills. Sometimes routines, such as getting ready for outside play, are not well managed and older children's misbehaviour diverts staff's attention away from the other children and disrupts their enjoyment and learning, for example, during free play, outdoor activities and group discussions.

#### **The contribution of the early years provision to the well-being of children**

Although, children are looked after in premises which are secure and free from hazards, the club's safety, suitability and safeguarding procedures are not sufficiently rigorous to ensure children are consistently in a safe environment. Staff are not always effectively deployed to ensure children are sufficiently supervised. For example, during outdoor play children go back to the hall unaccompanied to go to the toilet, resulting in those children being in unsupervised contact with people whose suitability has not been checked. This is because parents and carers are on the premises helping their children to collect their things.

Children in the early years age group behave sensibly and safely, listening to and following staff's guidance regarding safe play in the field and when walking across to school. However, some older children ignore staff's advice and requests regarding boundaries and moving around safely, especially when outside, which restricts everyone's enjoyment and creates potential hazards.

In other respects, young children feel emotionally safe at the club. Key persons find out about their backgrounds, interests and what they enjoy doing and incorporate aspects of these in sessions. They help children to settle and develop good relationships and are kind and reassuring so children feel confident to talk to staff about their concerns. Effective care practices ensure children's health and dietary needs are understood and met. Children manage their personal care independently, including putting on coats and high-visibility jackets ready to go outside and walk across to school. They confidently decide what they want to eat and drink and enjoy varied, nutritious snacks and breakfasts.

Partnerships with parents and carers are not yet sufficiently well developed to support children's learning and development at the club. However, there are appropriate systems for exchanging information about children's care, health and well-being, including the use of a communication book to pass important messages about each child between his/her parents and the school. Parents are given helpful information about how the club is managed and operates, including a summary of key policies, such as safeguarding and complaints.

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

There is too little understanding of the Early Years Foundation Stage requirements. As a result, the educational programme does not meet the needs of children who attend before and/or after school, and breaches to several safeguarding and welfare requirements impact on children's safety and well-being.

In particular, the management committee have failed to ensure that suitability checks are completed via Ofsted for all its members and advisors. Records of staff's suitability checks are incomplete so it is not clear what identity checks have been carried out or exactly when and by whom staff's Criminal Records Bureau checks were obtained. There are times in the session when children have unsupervised access to other adults on the premises whose suitability not been checked.

There is limited monitoring of the clubs' procedures and of the educational programme so these weaknesses have not been identified. Issues raised at previous inspections are not rigorously addressed and there is no system to supervise and review staff's performance to give them the relevant support, coaching and training to improve their knowledge and practice.

Links with parents and the school are not strong enough to ensure children's individual

needs are identified and met and to keep parents well informed about their children's achievements.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

### Setting details

<b>Unique reference number</b>	205134
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	818011
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 9
<b>Total number of places</b>	24
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Beoley After School Interest Club Limited
<b>Date of previous inspection</b>	30/03/2011
<b>Telephone number</b>	07773667481

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### Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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