

Beekeepers Club

The Scout Hut, School Lane, York, YO10 4LS

Inspection date	16/10/2012
Previous inspection date	15/06/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The club uses the school collection time well, to access equipment to enhance physical and active play. Practitioners safeguard children well through good safety measures, including reinforcing road safety.
- The children's behaviour is managed well at the club, as children listen to and respect staff and each other. Rotas and children's own club rules, acknowledge club boundaries and expectations.
- Children initiate their own play ideas, for example, a den and work together negotiating, forming positive relationships and developing confidence in each other and in their own abilities.

It is not yet good because

- the club collects children from the local school and partnerships are not fully established. Although sharing further information of children's development and learning records is not as effective, to secure continuity of experiences for the children between the settings
- staff and parents discuss children's interest initially verbally. The opportunities for parents to contribute to their children's developmental records are limited preventing them to become fully involved in children's learning.

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 the collection routine from the local school. Also observing snack-time and activities in both rooms of the club.
- The inspector looked at children's learning journeys and observations and evidence of suitability of staff working at the club and a selection of policies and risk assessments.
- The inspector held meetings with the manager and the chairperson of the committee.
- The inspector also took account of the views of parents and children spoken to on the day.

Inspector

Caroline Stott

Full Report

Information about the setting

Beekeepers Club was registered in 1999 and is run by a voluntary management committee. It operates from a building owned by the local Scout group situated close to St Oswald Primary School near to York city centre. The club has the use of the two main

rooms with kitchen and toilet facilities and has access to a fully enclosed outdoor area. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are 44 children presently on roll and 10 of these are in the Early Years Foundation Stage.

The club is open to all children and operates an after school club during term-time and a holiday club during school holidays. The after school sessions operate from 3pm to 6pm, Monday to Friday and offers care for children aged between four and a half, and 12 years. Children attend a variety of sessions each week. The holiday club operates from 8am to 6pm, Monday to Friday, during school holidays. Children attending a full day session take a packed lunch.

The club employs 4 staff, all hold appropriate qualifications at Level 4 to 2. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. The club receives support from the local authority and is a member of the Kids Club Network.

What the setting needs to do to improve further

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

- implement a system to enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting.

To further improve the quality of the early years provision the provider should:

- develop arrangements for parents to share what they know about their child's development: -when they first join, in order to provide a clearer picture of children's starting points -increase opportunities for parents to contribute to their children's developmental records and to become involved in children's learning

Inspection judgements

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

The club's staff has adequate knowledge of the seven areas of learning of the Early Years Foundation Stage and provides a range of activities to support children's interest appropriately. The two rooms are well organised, children self-select their choice of play and who they choose to play with. A den in the back room enables children to develop

friendships and work and talk co-operatively. They negotiate roles and incorporate one another's ideas, organising their play together, acknowledging club boundaries and expectations.

Practitioners engage positively with children which encourages their language and listening skills. Mark-making is freely accessible throughout the environment, with resources, such as, clip boards, pens, crayons, chalks and pencils. This also empowers a creative atmosphere. Literacy skills are encouraged with good resources, such as labelling and signs, throughout the building and out of doors. Children's behaviour is good as they enter the club and greet staff, friends and visitors. They move freely around the rooms and engage within their play eagerly. Children enthusiastically join in with a game of their choice, popping bubble wrap, where staff encourage children to notice the changes in the material. Discussing what is happening and its effect, initialising techniques and proposing materials to aid their ideas.

Photographs exhibit how children have enjoyed the summer holiday events at the club, through weekly themed activities, such as water week, craft week and baking week. Children thoroughly enjoy a range of technology, where a rota enables them to use this equipment and a timer allocates a turn. The computer and interactive games are very popular with the children. A game of 'battleships' and 'connect 4' encourages opportunities to learn new skills and share experiences. This advocates mathematical understanding of positioning and space awareness, encouraging children to match and solve problems appropriately. Children are able to represent their ideas and design using iron beads, this supports children's awareness of shape and colours, planning their creation, looking at similarities and differences.

Partnership with parents is generally positive. Newsletters, surveys, the informative website and e-mail facilities, all provide regular two-way communication facilities. The parents speak highly of the club and are able to be involved on the committee. However, younger children's individual starting points brought from home to aid children's experiences are not currently sought; to ensure their initial interests are embraced. Also parents have limited opportunities to contribute to their children's developmental records and to become fully involved in children's learning.

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

The club invites initial visits enabling parent's to discuss young children's needs and interest with their child's key person. The elaborate wall display exhibits the well-established key person system, providing positive relationships for all. The 'buddy' system is in place for when children first join the club, to enable them to develop friendships and gain awareness of the clubs routines and the environment. Practitioners effectively encourage children to think about others through including all children into their play and games. This ensures children are happy and enjoy what they are doing, they behave well and play cooperatively.

A weekly menu displays the wide variety and choices available to children, offering them a

healthy selection. The social experience of snack-time offers children the opportunity to engage in communication and listen to staff as they discuss what activities are on offer through the session. Children review their choice of snack and activities through monitoring sheets, using a happy to sad face scale. This values children's opinions and ideas, as they are encouraged to say why they do or do not like, what they have chosen and why, therefore, aiding children's confidence to express themselves effectively. The club has gained a five star rating for its food hygiene from the local authority.

Children are collected well from the school grounds with the aid of all the staff, using hi-visibility jackets which enables staff to be aware of where the children are at all times. Staff monitor the children regularly initiating head counts and instructing children into paired lines to cross school grounds on their way to the club. This ensures staff are vigilant at all times and alert to children's safety and well-being. The large outdoor school grounds offer the opportunity for children to master and control their co-ordination skills on various pieces of equipment. Children are able to negotiate their way across logs and climbing apparatus. Younger children experiment with rope climbing and attempting to climb up the climbing wall. These occasions provide children with the break after school of being active and enjoying physical exercise under the watchful care of attentive staff.

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

Key persons assess children's learning and development through observations and learning journeys, embracing photographs of the children within their play, noting the areas of learning and the next steps of development. This enables key persons to monitor each child's interest and achievements appropriately. Weekly planning includes topics, children's choices and younger children's interest.

The club's manager has a solid knowledge of the safeguarding and welfare requirements of the statutory framework of the Early Years Foundation Stage, creating an environment that is welcoming, clean, safe and stimulating. All staff complete safeguarding training and are aware of the club's safeguarding policy procedures, they are alert for visitors and parent arrivals. Access is only through ringing the doorbell and visitors wear a badge, maintaining vigilance. Behaviour is managed well by staff and club rules are established with the children, who are spoken to individually to ensure they understand the boundaries set and why.

Staff update their training suitably to meet children's needs, such as, completing first aid, epi-pen training and food hygiene courses. Staff have annual appraisals identifying ways to improve their knowledge and practices, recognising further training requirements needed. This helps the club's manager supervise and support staff and aid their continuous professional development appropriately. The self-evaluation takes into account staff and parents views, using surveys and regular meetings. The management committee and management team hold regular meetings to identify strengths and weaknesses. The building has been improved with a new kitchen, heating system and double glazing, improving the health and care of children and other users of the building.

Partnerships with other settings is being established, the manager is developing links with other after school clubs and the local community, to promote children's awareness of their local environment. However, partnerships with other professionals are limited in order to provide continuity and coherence for all younger children in their care, across different settings. Sharing information of children's development and learning, and any other relevant information across different settings and schools, to secure the continuous experiences and learning for the children is not established.

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

Unique reference number	321539
Local authority	York
Inspection number	819163
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	44
Name of provider	The Beekeepers Club
Date of previous inspection	15/06/2009
Telephone number	07930 245216

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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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