

Bengeo Time Out Club

Bengeo Primary School, The Avenue, Hertford, Hertfordshire, SG14 3DX

Inspection date	17/10/2012
Previous inspection date	28/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- Children are very well behaved and play together happily. The older children are particularly caring towards the younger children. This creates a warm and friendly family atmosphere.
- The club provides a very good range of outdoor activities making good use of the extensive grounds; consequently the children have lots of opportunities to develop their physical skills.
- Strong partnerships with parents contribute well to children's welfare and learning. Parents' views about the provision are sought and acted upon.
- Safeguarding procedures are robust and effectively ensure all children play in a safe and secure environment.

It is not yet outstanding because

- Opportunities to drive improvement based on an analysis of the club's strengths and weaknesses are not yet fully implemented.

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 main play room and the outdoor area.
- The inspector held a meeting with the manager and deputy manager of the provision.
- The inspector looked at planning, evidence of suitability of practitioners working in the setting, policies and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector also spoke to the Chair of the committee and the Headteacher of Bengo Primary School.

Inspector

Linda Bird

Full Report

Information about the setting

Bengo Time Out Club was registered in 1997 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from Bengo Primary School in Bengo, Hertfordshire. Children who attend the club also attend the host school. The club is managed by a committee. It operates from Monday to Friday,

term time only. Sessions are from 8am until 8.55am and from 3.15pm until 6pm.

The club employs six members of staff. Of these three hold appropriate early years qualifications to at least level 2. A maximum of 16 children aged between four and eight years may attend at any one time, currently there are eight children attending within the early years age group. The club supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- establish an approach to self-evaluation which enables the identification of strengths and weaknesses and areas for improvement.

Inspection judgements

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

Children achieve well due to the very good use of resources, including effective deployment of staff. The club successfully complements learning that takes place in the school setting. Staff plan topics that complement the themes that the children are following during school time. The club makes extremely good provision for physical development. The children clearly benefit from and enjoy the opportunities to play outside in the fresh air after school. The staff ensure that children are provided with a good range of play opportunities to help them make good progress across all areas of learning and development.

Outdoor provision is a strong feature of the setting. The club has use of a large field equipped with goal posts and a separate area containing good quality fixed play climbing equipment; these facilities are fully exploited to enhance children's physical development. Children thoroughly enjoy a football game led by one female and one male member of staff. The children join in the game and then move to other activities as they wish. The adults engage well with the children making the game fun and encouraging the children to run fast and to participate fully. The children behave extremely well and the older children are caring towards the younger children. The children demonstrate good physical skills when running and controlling the ball.

The grounds have a large number of trees at the edge of the field and a wooded area. The children are encouraged by an adult to look carefully at the leaves that have fallen onto the grass. The children enjoy collecting the leaves and the adult effectively stimulates

the children's interest by talking to them about autumn colours and the changes to the leaves and the effect of cooler weather conditions. The children demonstrate a wide use of vocabulary talking about leaves being 'multi coloured' and 'bright red'. The adult is vigilant in her supervision of the children and makes a point of talking to the children individually about autumn and their leaf collection. The children concentrate on the task for a sustained period of time and enjoy discussing what they are doing with each other. The children are confident communicators and happily engage each other in conversation.

The children are encouraged to be independent in their learning and they are able to choose whether they want to play outside or remain in the main play room. Children enjoy doing puzzles. The children concentrate and persevere with fitting the correct pieces together. Adults intervene appropriately to offer praise and encouragement; this supports the development of self-confidence and encourages children to persevere when faced with a challenge.

Staff complete observations and assessments to monitor children's progress and use these effectively to plan suitably challenging activities. Staff constantly observe and listen to children, questioning them during activities in order to extend their learning and enhance understanding. The children are making good progress in meeting the early learning goals.

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

Successful implementation of the key person system ensures children feel safe and secure in the setting. Children play very well together and it is good to see the older children supporting younger children at tea time and in their play. Children behave extremely well, demonstrating an understanding of the clear boundaries and expectations within the setting. The provision has a warm and friendly atmosphere.

Children are encouraged to learn the importance of basic personal hygiene and ensure their hands are clean before eating and after using the toilet. They are encouraged to be responsible for essential tasks, such as tidying plates and cups away after tea time. The children pour their own drinks and butter their bread; this effectively promotes their independence and confidence. Staff help children to develop a healthy lifestyle by providing notices on the tables which encourage brushing teeth, eating fruit and taking exercise. Overall the tea time session promotes independence and a healthy lifestyle.

Children enjoy the activities available and relate well to the staff who support and encourage them, the staff spend time talking to and playing with children. The staff know the children very well consequently the children will approach staff about their needs. This positive adult interaction helps to develop children's self-esteem.

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

The manager and her deputy foster a strong team approach and involve staff in decision making and support them in their professional development. As a result the staff team is motivated and enabled to offer good quality provision for all children. All staff show a clear

understanding of the learning and development requirements and strive to deliver an enjoyable learning experience for the children. Effective systems are in place for recruitment, induction and performance management, ensuring that skilled and experienced staff are in place. An appraisal system enables the manager to monitor performance of practitioners and to draw upon their strengths and interests.

The club enjoys a close working partnership with parents. Parents are encouraged to convey their views and preferences through a suggestion box and satisfaction survey, there are a number of examples where parental feedback has led to change in the provision. For example following feedback from parents, children now wear high visibility jackets so that they can be easily seen when playing outside. Parents spoken to at the time of the inspection, hold the provision in high regard and describe the environment as stimulating and secure and find the staff friendly and helpful. The club also enjoys a very good relationship with the host school. Communication between the school and club is well developed and helps to ensure that the children's welfare and learning needs are met. Practitioners plan half termly themes for the children and these themes are chosen to complement the work that the children are doing at school.

Staff have a good understanding about safeguarding children and understand their role in protecting them, the children are very carefully supervised both indoors and outside. Since the previous inspection more rigorous systems have been put in place to assess risk and to ensure that the premises are safe and secure. The chair of the committee is actively monitoring the risks to children and then sharing her findings with the manager. All staff hold first aid qualifications and have been suitably vetted to work with young children.

The manager, her deputy and staff are committed to providing a caring and stimulating environment for the children. The staff have widened their knowledge and experience by attending training and by visiting other after school clubs. The culture of the organisation is one where new ideas are actively sought and then implemented to improve the provision. These ideas are then formalised through action plans which clearly detail what needs to be done, by whom, the date of completion and success criteria. The club is not yet evaluating its strengths and weaknesses through a planned self-evaluation process to support ongoing improvements to the provision more effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	123977
Local authority	Hertfordshire
Inspection number	817853
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17

Total number of places	16
Number of children on roll	8
Name of provider	Bengo Playgroup
Date of previous inspection	28/02/2012
Telephone number	07939 149168

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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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