

# Beeston Out Of School Club

Trent Vale Infant School, Trent Road, Beeston, NOTTINGHAM, NG9 1LP

## Inspection date

Previous inspection date

18/10/2012

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

Not Applicable

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	4
The effectiveness of the leadership and management of the early years provision	4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff deployment is not sufficiently monitored to ensure that there is a named deputy and at least one member of staff who has current paediatric first aid training present at all times.
- Behaviour management strategies are not sufficiently embedded in practice to ensure the behaviour of some children does not have a negative impact on other's safety and welfare.
- Risk assessment procedures are not sufficiently secure to minimise all potential risks to children.
- Self-evaluation lacks rigour and is not yet robust enough to fully monitor and review practice or effectively identify all areas for improvement.
- The premises are not secure to prevent intruders entering or children leaving unsupervised.

### It has the following strengths

- Practitioners are very caring and interact well with the children.
- Diversity and equal opportunities are well promoted.
- Parents speak highly of the club and good relationships are maintained with the host school.

## 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, mealtimes and spoke with the children.
- The inspector looked at children's records, the club's action plan, a selection of policies and a sample of staff recruitment and training files.
- The inspector and the manager took part in a joint observation of a planned activity.
- The inspector held meetings with the nominated person and the manager of the out-of-school club.
- The inspector took account of the views of five parents and carers spoken to on the day.
- The inspector took account of the views of the host school's head teacher with regard to partnership working.

## Inspector

Angela Hufton

## Full Report

### Information about the setting

Beeston Out of School Club is a privately run provision and registered under its current ownership in 2012. It operates from the school hall of Trent Vale Infant School, in Beeston, Nottinghamshire. The premises are accessible and children have access to the school field and playground for outdoor play.

The club opens Monday to Friday all year round, with the exception of bank holidays and the week between Christmas and New Year when it closes. The club provides a breakfast club from 7.30am to 8.55am and an after school club from 3.15pm to 6pm during school term time. During school holidays the club opens from 7.30am to 6pm. A maximum of 32 children under eight years may attend the club at any one time, all of whom can be in the early years age range. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The provider employs seven members of childcare staff who work between her nursery provision and the out-of-school club. Of these, one member of staff holds an appropriate early years qualification at level 4; three members of staff hold appropriate early years qualification at level 3; and one member of staff holds an appropriate early years qualification at level 2. The registered provider is a qualified teacher.

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

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

- ensure that there is at least one member of staff who holds a current paediatric first aid certificate on the premises at all times when children are present.
- ensure staffing arrangements are organised to meet the needs of all children and ensure their safety with particular regard to having a named deputy who is capable and qualified to take charge in the manager's absence and that staff have the necessary skills to manage children's behaviour.
- ensure the premises are secure, with regard to the faulty door.

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

- extend systems for self-evaluation to ensure that they include the views of parents, staff and children and are more rigorous and effective in informing the club's

priorities and setting challenging targets for improvement.

## Inspection judgements

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

Staff working with the children have a suitable knowledge of the revised framework for the Early Years Foundation Stage learning and development requirements, which enables them to provide a wide range of exciting and interesting activities to meet children's needs. Children are happy in the club; they eagerly line up to wash hands ready for tea and chatter happily to staff about their day in school. Staff interact well with the children and ask lots of open-ended questions to extend their learning and to challenge them to think and express their thoughts. At times, a few older children can dominate activities limiting opportunities for some younger children to develop their confidence.

Mealtimes are social occasions and provide good opportunities for children to chat, share news and talk about future plans. They talk excitedly about things that interest them, and know to take turns in conversations. Staff listen carefully to children and take on board their ideas for future activities and this shows that the children's opinions and choices are valued and respected, boosting their self-esteem and confidence.

Staff plan focused activities to support children's learning. For example, during a clay modelling activity children talk about different sea animals which develops their understanding of the world. Staff encourage them to try and make further models and then display them proudly to other children. Staff know what games children like to play and ensure there are sufficient board games and jigsaws which support children to count, take turns and to manipulate objects.

Each child in the early years has a key person who undertakes observations and assessments and shares these with the class teacher to promote children's learning and development. Staff use this information to suitably plan a range of activities to support children's next steps in their development. This information is being made available to parents to extend children's learning and development at home. Parents speak highly of the relationship they have with the out-of-school club, for example, explaining that recent changes have resulted in more interesting and varied activities available. Other parents comment that the menus have recently improved and there is a good variety of food encouraging their children to eat healthily.

Children who speak English as an additional language are very well supported in the club. Good links exist with external agencies to seek necessary advice and support. Diversity and inclusion are at the heart of the club and staff take positive steps to ensure a range of activities and resources are available to promote children's understanding of the wider world. Children access a good range of people coloured paints, enjoy foods from different cultures and benefit from staff who speak Italian, Arabic and Hindi.

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

On the whole, children are happy and settled. However, care practices are variable and do not fully support all aspects of children's welfare. Last minute staffing changes on the day of inspection resulted in there being no first aid trained staff present during the before and after school session. This compromises the safety of children of all ages. In addition, a faulty door within the school does not ensure the premises are fully secure. This does not ensure that children of all ages cannot leave unsupervised or that intruders are prohibited from entering. These are failures to meet legal requirements and impact on children's overall well-being.

Many of the children attending only started at the club in September this year and are still settling in and getting used to the staff and routines. Practitioners are sensitive to this and offer parents and children reassurance to help them settle more easily. Key worker systems have been developed for the early years children to ensure that relevant information is shared to support the settling-in process. The staff team has developed relationships with the host school to ensure continuity of care and learning.

Children who attend the before and after school club eagerly enter the club and are familiar with the resources available; they readily ask staff for alternatives if they cannot see their favourite activity already set out. Some older children help support the younger ones and the atmosphere is generally happy and relaxed. Practitioners actively encourage children to be independent and children enjoy helping serve food and drinks at mealtimes. Effective steps are taken by practitioners to encourage children to develop a positive attitude towards healthy eating and physical exercise. Children particularly look forward to the nutritious evening meal which is freshly cooked. This also provides children with good opportunities to sit as part of a social group and share aspects of their home life with staff who are eager to listen.

Children know where things belong in the club and help to tidy away when asked. Younger children understand boundaries and are learning to share and to show care and concern for others. Practitioners are, overall, good role models and most staff have recently undertaken behaviour management training. Positive strategies for managing behaviour are being developed; however, these are not yet fully implemented by all staff. Consequently, at times, the behaviour of some children has a negative impact on the care, learning and welfare of other children attending.

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

Leaders and managers are committed to improving the out-of-school provision and since registration they have undertaken a number of changes. As part of the joint observation and subsequent discussion, the manager suitably identified how some of the older children can be over enthusiastic, limiting chances for some children to answer or raise questions. Consequently, the manager is considering more effective ways of grouping children and planning activities to ensure younger or more timid children have alternative opportunities. While concentrating on some areas for improvement, regulatory aspects have not been

fully taken into consideration. This has resulted in some regulatory requirements not being met. The leader and manager have begun to develop an action plan based on identified weaknesses but self-evaluation systems, currently, are not robust enough to drive improvement or include the views of children and parents.

Practitioners have attended some training, for example, courses in safeguarding and food hygiene. Also, the leader and manager are actively mentoring staff working towards recognised early years qualifications. However, systems are not yet fully secure to ensure effective deployment of staff with relevant skills, qualifications and training to meet the requirements. A staff member is not identified as a named deputy when the manager is absent which impacts on the overall organisation and children's safety. This is a legal requirement. Last minute changes to staffing rotas do not fully consider the qualification and skills balance such as staff trained and experienced in managing challenging behaviour.

The leader and manager are beginning to reflect on practice and use staff meetings for discussing practice issues and sharing ideas. They are in the process of implementing appraisals to support staff's continued training and development. Staff demonstrate a sound knowledge and understanding of safeguarding policies and procedures, know how to report record concerns and have attended recent in-house training with a child protection specialist adviser. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so.

The out-of-school environment is, mostly, safe and practitioners carry out daily safety checks on the premises and equipment. Written risk assessments are being developed further with staff identified to attend risk assessment training. Additional measures have recently been put in place to minimise risks from finger trapping hazards, such as fire doors, and the kitchen area is to be added to the risk assessment process.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (both parts of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (both parts of the Childcare Register).
- take action as specified above (Welfare of the children being cared for and Suitability and safety of premises and equipment)

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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

EY448714

<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	886173
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Roopam Verma Carroll
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07748571010

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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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