

BEADIES (Before & After School Club)

Danesmoor Drive, Bury, Lancashire, BL9 6ER

Inspection date	24/01/2013
Previous inspection date	02/07/2010

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		3
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

- Children are happy, motivated and eager to learn. They show high levels of independence, curiosity and imagination and have good relationships with staff and one another.
- Effective partnerships with parents and school staff help to support children's welfare and learning.
- The club is harmonious. Children seek out their friends and exude a sense of belonging.
- Effective behaviour management strategies help children to play cooperatively, share and behave in a polite and respectful manner.

It is not yet good because

- Managers do not routinely offer staff supervisions to identify training needs. Therefore, they are not fully ensuring continuous improvements for children.
- Young children are not assigned a key person. Therefore, staff are not using every opportunity to ensure children form secure attachments and have their care tailored to their needs.
- Self-evaluation is not fully effective and does not always prioritise areas for improvement which would benefit children as they attend the club.

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 hall throughout the inspection.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at some paperwork including, staff suitability records and policies.
- The inspector took into account the children's and parent's views by discussions and questionnaires.

Inspector

Karen McWilliam

Full Report

Information about the setting

Beadies (Before and After School Club) was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the school hall of St Joseph's and St Bede's Roman Catholic Primary School in Bury, Lancashire, and is managed by a committee. The club serves the children who attend the school and there is a fully enclosed area available for outdoor play.

The club employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The club opens Monday to Friday from 7.30am until 8.50am and from 3.15pm until 5.15pm term time only. There are currently 98 children on roll, of whom; six are in the early years age group.

What the setting needs to do to improve further

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

- develop appropriate arrangements for the supervision of staff and develop a culture of support, coaching, teamwork and continuous improvement
- ensure all children in the early years age group are assigned a key person.

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

- develop and review self-evaluation to identify and prioritise targets for improvement that will benefit children.

Inspection judgements

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

Children have fun and enjoy their time at the holiday club. Staff have a suitable understanding of the learning and development requirements. They make observations of children and plan an adequate range of activities based on which children are attending and their interests. For example, staff ensure imaginative activities are available for the younger children and they enjoy regular games of bingo, at the children's requests. As a result, children contribute to their learning and take part in fun activities to support their mathematical development. Staff interact well with children which encourages them to join in and persist with activities. Staff know the children because they also work in the school. Furthermore, they discuss the children with parents and class teachers at the beginning of the placement to enable them to understand their starting points. This supports their smooth transition into the club. As a result, children settle quickly. Staff interact with children constantly. They adequately support children's thinking and communication skills as they ask open ended questions and encourage children to voice their ideas. For example, when children were taking part in a creative activity with staff, children talked about their pictures. By following the children's lead, the discussions followed many topics, such as hair lengths and emotions, allowing staff to link the conversations to the children's favourite stories, such as 'Rapunzel' and 'Goldilocks'. Therefore, supporting them as they make connections between the real world and stories and as a result, children's listening

and attention skills are good.

Children's physical skills are suitably supported by the staff. Children control pencils, glue and other mark making tools. The outdoors is well planned and spacious in order to promote all areas of learning. Children have space to run around and play football. A range of large equipment further contributes to children developing suitable skills. Children investigate mini beasts in the 'bug hotel' and enjoy the outdoor role play areas, such as the supermarket and construction site. As a result, children learn about the wider world in which they live.

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

Children arrive happily after school and settle quickly to activities. Staff interact with children as they play. However, the club is yet to implement a key person system to support young children's individual needs and well-being. Therefore, not fully maximising opportunities to build strong relationships with young children to ensure their care is tailored to their individual needs. Children behave well. This is because staff are positive role models and offer clear and consistent explanations. For example, staff explain to children the importance of sharing the games console in very positive terms. Children listen and continue to play, sharing and taking turns.

Children are beginning to gain an understanding of risk as they participate in the club's activities. For example, children learn appropriate boundaries while playing, they know how to handle tools, such as, scissors, safely and understand that they must not play with the fire exits. To further contribute to children keeping themselves safe, the setting has a fire evacuation procedure that is carried out with children at regular intervals.

Children develop their independence as they sit at the table and help themselves to healthy snacks, such as sandwiches, fruit and water. Children access fresh air during most sessions. As a result, they develop a suitable awareness of healthy habits. There is an adequate range of resources that cater for all the children that attend the club, indoors and out, that support children's all round development. As a result, activities provided at the club offer a consistent and complementary approach to the children's learning at school.

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

Suitable policies and procedures are in place to safeguard children. Most staff have attended child protection training and all contact numbers are to hand should there be a concern about a child. Daily and weekly risk assessments ensure the environment is safe as children play and explore. There is always a first aider on site and all staff have been checked to ensure they are suitable to work with children. To further ensure children's safety, the club maintains records, such as, accident forms and registers. However, the manager has not yet put in place effective systems, such as, staff supervisions, to monitor staff performance and accountability. Therefore, a programme of professional development to improve staff's knowledge and understanding of their roles is not

embedded. As a result, the manager is not using every opportunity to ensure a safe environment for children and to ensure the quality of teaching continually improves through the use of reflection and coaching.

The manager has a sufficient understanding of the learning and development requirements and monitors the activities to ensure they cover all the seven areas of learning. Children contribute to the planning during weekly meetings with staff. As a result, they are active and motivated learners. Staff have started to evaluate the service they provide and ensure the views of children and their families are incorporated through discussions and questionnaires. For example, children complete tick sheets to state their favourite activities. However, evaluation is not yet fully embedded at all levels which has led to breaches of requirements. As a result, the identification of priorities which improve care and learning for children, such as, being assigned a key person, are not always addressed.

Partnerships with the parents and the school are good. Parents state that they are fully informed about their child's day at the club and the staff are friendly and approachable. They say staff are a key feature of the group. Staff liaise daily with the children's teachers and pass on any messages to parents, such as details of any accidents they may have had. This ensures that parents are also well informed about their child's day at school. The partnerships between the school and parents contribute well to meeting the children's needs.

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	316773
Local authority	Bury
Inspection number	819052
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	98
Name of provider	BEADIES (Before & After School Club)
Date of previous inspection	02/07/2010
Telephone number	0161 764 3781

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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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