

# Beekeepers Club

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

<b>Inspection date</b>	04/03/2013
Previous inspection date	16/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 familiar with the routines of the club, helping them to be relaxed, happy and enjoy their time at the out of school club.
- Children make satisfactory progress in their learning and development as staff provide an adequate range of activities and play opportunities, which overall support children's interests.
- The key person helps each child to form secure attachments and promotes their overall well-being efficiently.

### It is not yet good because

- The monitoring and evaluation of how children play and learn is not precise enough, leading to gaps in the challenge that play opportunities offer to children.
- Outdoor play provision is not available to children during the winter months; consequently, their access to outdoor play and activity is restricted.
- Self-evaluation is not used well enough to demonstrate how the setting drives quality improvement to ensure enhanced support for children's achievements over time.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children playing in the two playrooms.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector looked at a range of documentation, for example risk assessments, children's learning records and activity plans.
- The inspector acknowledged the views of the parents spoken to throughout the inspection.

## **Inspector**

Lindsay Dobson

## Full Report

### Information about the setting

Beekeepers Club was registered in 1999. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is run by a voluntary management committee. It is situated in the local Scout group building close to St Oswald Primary School near to the centre of York. The club serves the local area and is accessible to all children. It operates from two main rooms and there is a fully enclosed area available for outdoor play.

The club employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3; and the manager has an appropriate level 4 qualification.

The club opens Monday to Friday during term time from 3pm to 6pm and during school holidays from 8am to 6pm. Children attend for a variety of sessions. There are currently 10 children attending who 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:

- improve the use of observations and assessments to consistently take into account each child's progress by considering their age and stage of development and using this information to plan and shape challenging learning experiences for each child
- ensure children are provided with outdoor play activities on a daily basis.

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

- develop rigorous self-evaluation in order to promote continuous improvement that supports children's achievements over time.

## Inspection judgements

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

The out of school club provides a relaxed atmosphere, enabling children to settle quickly to their chosen play activity. Staff have a satisfactory knowledge and understanding of the revised Statutory Framework for the Early Years Foundation Stage. Overall, this knowledge is used adequately by staff to plan activities to meet children's age and ability.

However, staff do not effectively evaluate the observations they complete, to assess how children's learning can be complemented and enhanced after school. This impacts on their ability to ensure that accurate and appropriate challenge is offered to younger children, in order that they are able to make better than satisfactory progress.

Overall, children use the accessible range of resources appropriately to support their play. For example, they use the different activity tables to lead their own play including painting, construction and board games. They enjoy the role play area and young children pretend they are cooking meals on the barbeque and serving their friends. Children extend their play with their peers and there is appropriate intervention from staff, this supports their imagination and ability to play alongside their friends. Children also manipulate and handle a range of tools and construction items in safety and are confident to ask for assistance. For example, children ask adults to hold the wool reel as they use the scissors to cut it to the length they require before continuing to make their fluffy ball. Consequently, children are developing sound social skills and adults support their emotional well-being. Resources are generally well-organised with children being able to select freely from the range of resources, games and reading materials. Indoor physical play opportunities prior to the end of the session allow children to practise some of their skills, such as running, catching and 'rough and tumble'. There is an outdoor play area attached to the club, however, children are unable to use this area during the winter months. Consequently, children's access to fresh air, physical exercise and outdoor play is restricted, as staff are not consistently providing alternative outdoor play opportunities during this time.

Children's communication skills are appropriately fostered through play and in general discussion with each other and the staff at the provision. Staff make time for children to sit together at tea time, for example, to enable all children to talk about their day. This is a positive experience as all children have an opportunity to share their day with one another. Children show an interest and listen and as a result, develop positive self-esteem and confidence. Young children particularly enjoy interacting with older children, who show care and concern for their well-being. For example, when a younger child cannot reach a toy, older children ask if they would like it getting for them.

Parents and carers share informal feedback each day about children's care needs and staff discuss what children have taken part in during the session. In addition, messages from school are passed on to keep parents satisfactorily informed about any relevant information and children's general progress.

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

Children form appropriate and secure bonds with the staff, some of whom have worked in the club for many years, giving the children a consistency of care and a familiar face to talk to at the end of the day. Children are supported in their preparations for their move to the next stage in their learning, for example, into Key Stage 1. They are able to discuss their thoughts and any concerns with the staff who help them look forward with excitement to this next stage in their learning. There is a relaxed and caring ethos at the club and children are friendly and confidently share their thoughts and ideas with each

other and the staff.

Staff act as appropriate role models for the children and help them learn about the expectations for behaviour. The club rules are displayed on the wall and are currently being updated to be shown not only in written word but in picture form as well. Children are reminded to use good manners and are learning to take turns and show patience as they wait for their friends to finish on the computer before taking their turn. Staff have recently worked with the local authority to update and review their management of children's behaviour, resulting in a more consistent approach for the children. The range of resources and the welcoming environment provided supports children's all round development and their emotional well-being. Resources are stored at a low-level enabling the children to independently choose what they want to play with and staff are on hand to make suggestions if they are looking a little undecided.

Children are given clear messages about the importance of a healthy lifestyle. They are reminded about appropriate hand washing and can independently access the toilet and hand washing facilities. Children enjoy a variety of healthy snack options and develop their independence skills as they collect their own snack and clear their plates away when they have finished. They are learning about their own safety as they are encouraged to play carefully with the toys when in the club. On the walk back from school children wear high visibility jackets and learn to cross the road safely and with care. Staff have implemented new procedures to liaise with the children's school teachers. This supports children's transition to and from each setting and it also enables staff to provide some tailored support for children in the early years age range.

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

The manager and staff team work together to support each other and the club. They hold staff meetings where issues can be discussed and continually interact with each other during the sessions to suitably meet the children's needs. Staff engage with the parents and their children to seek their thoughts, views and ideas for the future of the club. However, the evaluation of the club is not rigorous in its approach. Consequently, it does not clearly identify their strengths and weaknesses. This means that concerted and effective actions to overcome weaknesses are not consistently planned to drive continuous improvement. The staff have met the action raised at the last inspection and the manager discusses some minor improvements which have been made, showing a willingness to enhance the quality of care given to the children.

The inspection was carried out following a notification of a concern regarding the safeguarding of children within the club. The manager and staff acted appropriately in response to the concern and followed their safeguarding procedures working with other agencies and informing Ofsted. The manager and staff complete risk assessments of the activities children engage in and have become more vigilant in their supervision of the children. The inspection found that activities are appropriately supervised. Staff have a clear understanding of risk assessment and how to manage the safety and protection of the children. The manager and staff team are aware of the signs and symptoms of child

abuse and how to record and report any concerns that may arise. Supervision of children is satisfactory and staff ensure all children are monitored during daily play and activity.

There are appropriate systems in place to ensure staff suitability when they start working at the club. Also, a developing system of on-going supervision and appraisal enables the manager to identify future training needs for staff, to aim for continued professional development.

The range of activities and opportunities provided adequately help children achieve and staff work in partnership with their parents to ensure their needs are met. Parents share their positive views and thoughts on the setting with the inspector during the inspection. For example, they like the range of activities on offer and the welcoming staff team. Staff work co-operatively with the local school ensuring that relevant information is shared. They have also introduced termly meetings with the reception class teachers to give them the knowledge to complement the activities and current learning taking place in school. Effective partnerships are established with other professionals and agencies to secure appropriate interventions and support for the children or families if they need it.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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 action. 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>	321539
<b>Local authority</b>	York
<b>Inspection number</b>	902781
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of provider</b>	The Beekeepers Club
<b>Date of previous inspection</b>	16/10/2012
<b>Telephone number</b>	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, which are usually the childminder's 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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