

B.A.S.I.C.

Beoley Village Hall, Holt End, Beoley, Bromsgrove, Worcs, B98 9AN

Inspection date	15/05/2013
Previous inspection date	03/10/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 and enjoy attending this welcoming setting. They settle well and follow a familiar routine. This helps children to form secure attachments with staff and develop a sense of belonging.
- Children are provided with a suitable range of activities. They play well independently, using their imagination and creative skills.
- Children have access to healthy snacks and physical play activities. This helps children develop a positive understanding of health and exercise.

It is not yet good because

- Opportunities for staff to strengthen the partnerships with parents are not fully explored to focus sufficiently on children's learning and development needs, to further support their ongoing progress and achievements.
- Opportunities for children to be aware of their own learning goals and be involved in planning their future learning have not been fully embraced.
- Staff do not always focus their planning and assessment on the prime areas of learning, to show how they further help and complement children's learning in school.
- The process for identifying and prioritising targets for improvement are in the early stages and the club has not sought the views of parents in the self-evaluation process.

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 activities in the village hall and children having their teatime snack.
- The inspector held a meeting with both managers and the management committee during the inspection.
The inspector looked at children's records, planning documentation, evidence of staff's and committee members' suitability, and a range of policies and record keeping procedures.
- The inspector took account of the views of parents, carers and children spoken to on the day of the inspection.

Inspector

Jacqueline Nation

Full Report

Information about the setting

B.A.S.I.C out-of-school club opened in 1999 and is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is one of two settings run by a voluntary management committee, and operates from the main room of Beoley Village Hall, on the outskirts of Redditch, Worcestershire. One Monday afternoon a month the after school session is held in the primary school opposite the village hall. Outdoor play is provided on the adjacent playing field.

The breakfast club operates each weekday during school term time from 7.15am until 9am, and the after school club operates from 3pm until 5.30pm. The club opens in school holidays subject to demand. Holiday sessions are from 7.15am until 5.30pm. Children may attend for a variety of sessions. There are currently 26 children on roll, two of whom are in the early years age range. Three members of staff work with the children. The two managers have relevant level 3 qualifications and the other member of staff holds a level 2 qualification.

What the setting needs to do to improve further

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

- strengthen partnerships with parents by improving the exchange of information about how well their children are achieving and the progress they make, to further support children's ongoing learning needs and progress
- strengthen the focus on the existing planning and assessment procedures, to guide children's learning and development in the prime areas of learning.

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

- help children to be involved in contributing information to their development books, so that they can become aware of their own goals, the progress they make, and influence plans to support their future learning and interests
- develop further the self-evaluation process to identify and prioritise targets for improvement, and involve parents in this process.

Inspection judgements

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

Children are happy and settled at the club. They enjoy attending and receive a warm welcome from staff, who ask about their school day. A small number of early years children attend the group and they engage well with their peers and the older children. Children have the opportunity to relax after the school day and have fun. Staff have a sound understanding of how to support children's learning through play. Activities are planned and a range of resources are set out to enable children to make choices about what they would like to do.

Children's personal, social and emotional development is suitably promoted. Most children are confident to share their views, and staff engage younger children in conversations to help build their confidence. All children are encouraged to share, take turns and consider others in their play. Children are keenly focused on using their imagination and creative skills. This is evident as they enthusiastically make up their own games, using the toys and equipment available. For example, they use the role play shop to create a variety of scenarios, such as a cafe and handbag shop, and make a post box at the craft table. Children enjoy being creative and use resources to paint, draw and make craft items, such as flowers. Older children like to play guessing and strategic games where they can use their critical thinking skills as they play against their peers. Staff interact with the children well and join them in playing board games where they need a partner.

The space in the hall is organised to make sure children can have quiet times and relax if they wish. There are comfy cushions and books available, and some children like to play on the games console with a friend or watch a DVD. Space is made available for children to take part in physical activities and play football. There are frequent opportunities for children to play on the adjacent field, which they all enjoy. Children develop an understanding of other cultures as they take part in activities about different festivals and celebrations.

Planning and assessment for children has been reviewed. Appropriate links have now been established with the school. The school share their planning for the term with the club and this mostly helps staff to complement children's learning and enjoyment. Children's individual development folders detail planned learning targets for early years children. However, staff do not use the information gained from their observations as well as possible. For example, by linking these more effectively to planning and the prime areas of learning, and involving children in planning for their future learning, continuing to further support them in moving forward. Also, development folders are not shared with parents and so they are not involved in children's learning. This means staff do not have a clear picture of children's achievements at home to build on.

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

Staff are kind, reassuring and support children to settle and feel secure. Children enjoy their time at the club and this is evident from their positive interactions with their peers and staff. A key person system ensures all children's individual needs are met. This helps contribute to children's emotional and social well-being. When children join the group, staff use an 'all about me' profile with parents and children to gain an insight about children's interests, favourite activities and areas where they may need support. The induction procedures have recently been reviewed to improve the information gathered to support children's individual needs and ease their experiences during times of change.

Transitions between the school and the club are working more effectively since the last inspection. This helps to promote consistency and continuity in children's care and learning. Partnerships with parents work generally well, and they speak positively about the club. However, information sharing with parents about the progress their children are making is not robust enough to ensure children receive the support they need.

A range of positive methods help children to understand appropriate behaviour. Staff provide children with gentle reminders, and children have been involved in writing the club rules, which are displayed. Children are encouraged to play in a safe way and develop their awareness of how their behaviour may impact on others. Staff have recently introduced a reward system for children who behave well. All children are involved and are given a 'marble' as a reward. These are placed in a jar and individual tallies recorded. At the end of each month, children are rewarded and are given a voucher to buy a new toy for the club. Children are encouraged to share their views about the club by being involved in the newly formed children's committee.

The club takes positive steps to eliminate risks to children and keep the premises safe and secure. Staff carry out daily risk assessments of all areas used by the children. Children take part in emergency evacuation procedures and staff talk to them about the importance of being vigilant when they cross the road from school to the village hall. Clear rules and boundaries are discussed before children go out to play on the field, and this helps them to keep themselves and others safe. Children are encouraged to develop their self-care skills through established routines, such as washing their hands before eating. Children enjoy a sociable snack time and sit with their friends after helping themselves to a range of healthy snacks, such as carrot sticks, raisins, cheese and crackers.

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

Safeguarding procedures are secure and staff are aware of the procedures to follow should they have any concerns about a child in their care. The safeguarding policy is shared with parents, and this ensures they are well informed about the club and assured about their children's welfare. Risk assessments are in place, fire evacuation procedures are clear and the premises are secure. All the required documents are in place to meet the welfare requirements of the Early Years Foundation Stage.

Staff create an environment that is welcoming where children are helped to learn through play and develop confidence. Parents are provided with a range of useful information about how the club operates, and they have the opportunity to talk to staff at arrival and collection times. Staff have improved links with the school and they recognise the importance of working with other agencies as appropriate to meet children's needs.

Since the last inspection, the committee and staff have been focused on quality improvement. They work closely with the local authority early years team to help move the club forward to benefit children. Staff and committee members have improved their knowledge of the requirements of the Early Years Foundation Stage, safeguarding, welfare and learning and development requirements. Supervision meeting and appraisals have recently been introduced. This helps identify any future professional development needs and monitors staff practice with regard to the effectiveness of the assessments and the educational programmes.

Children are supervised appropriately at all times. The procedures for outdoor play have been reviewed to make sure children's safety is assured. Appropriate checks are in place for all staff and committee members to confirm their suitability to work with, or be in contact with, the children. Self-evaluation is in the early stages and the club is beginning to identify and prioritise targets for improvement. However, parents are not involved in this process to enable them to move forward together and strive for continued improvement to benefit children.

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 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

Unique reference number	205134
Local authority	Worcestershire
Inspection number	887869
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	26
Name of provider	Beoley After School Interest Club Limited
Date of previous inspection	03/10/2012
Telephone number	07773667481

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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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