

# Beeston Out Of School Club

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

<b>Inspection date</b>	16/10/2013
Previous inspection date	18/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
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

- Practitioners are effective role models and relationships are strong at all levels. Children develop good behaviour, demonstrating respect for each other, and play harmoniously together.
- The manager and practitioners create a warm and welcoming environment where children settle and enjoy themselves at the club.

### It is not yet good because

- Knowledge and understanding of the requirements for informing Ofsted of notified changes is insecure; therefore, notification that a new manager has been appointed has not been shared. This is an offence.
- The organisation of records is not fully effective to ensure all practitioners' training and suitability details are readily available and efficiently used to manage the setting.
- Resources in the outdoor area do not fully enhance children's physical development as they are not always easily accessible.

## 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 checked evidence of suitability and qualifications of practitioners working with the children, and the provider's documentation.
- The inspector observed children in free-flow play.
- The inspector spoke with the manager and the other practitioners at appropriate times throughout the observations.
- The inspector spoke to parents of the children who attend the out of school provision.

## Inspector

Tina Garner

## Full Report

### Information about the setting

Beeston Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the main hall within Trent Vale Infant School in Beeston, Nottingham. The group also have access to the school's outdoor play areas. Children attend from Trent Vale Infant School and Beeston Rylands Junior School. The provision is accessible to all children.

The setting employs four members of childcare staff. Of these, one has a degree and Early Years Professional Status, two hold appropriate early years qualifications at level 3, and one holds level 2. The setting opens Monday to Friday, offering a breakfast club in the morning from 7.30am until 8.55am and after school care each evening from 3.15pm until 6pm, during school term times only. There are currently 46 children on roll, 15 of whom are in the early years age range. Children aged from four to 11 years attend the setting for a variety of sessions.

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

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

- improve the organisation of records so they are easily accessible and readily available, to ensure the safe and efficient management of the setting and promote children's learning and welfare even further.

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

- increase opportunities for children to engage in outdoor activities, for example, by providing a wider range of accessible resources which promote physical development.

## Inspection judgements

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

Practitioners create a welcoming and interesting environment for children to relax and socialise after their school day. Appropriate use is made of the indoor facility where the club is situated, to present a suitable range of activities and physical play experiences that children thoroughly enjoy. These complement and support children's learning experiences at school in a relaxed and calm environment where the emphasis is on having fun and being active. As a result, children are appropriately supported in making progress in their

learning and development and are building on the skills they acquire at school.

Children arrive after their school day calmly, hang their coats up, wash their hands and settle down to eat. Meal times are a social occasion and children sit happily together and chat easily as they help themselves to a healthy and nutritious range of fresh fruit and roasted vegetable wraps. Practitioners sit with the children and support their language and communication skills as they encourage the children to chat about the day's activities.

Practitioners are well organised and move between small groups of children, involving themselves in their play, making suggestions and offering help when needed. Children socialise very well, sharing and forming friendships with children in different age groups. They are building confidence and independence as they play together in small groups, take part in team games and seek advice in practical situations from older children. For example, younger children join with older ones to play table football, asking them how the game works and the rules for joining in. Older children are happy to offer advice and practical help. This encourages children's skills in talking, listening and working together. Children enjoy physical activity as they access the outdoor area and take turns on the scooters. They use physical skills, such as coordination, balance and negotiation of space, as they scoot around the playground. However, children waiting for their turn have limited access to other resources. This leads to some children sitting inactively on the step, watching rather than joining in, and does not promote their learning as well as possible.

Practitioners are aware of each child's individual levels of attainment as they regularly share information with parents and class teachers. Consequently, they pitch activities to help children make progress. They work in partnership with teachers and make observations as children learn through play. This demonstrates that children are progressing as they are provided with an appropriate level of challenge.

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

Children are relaxed and comfortable in the setting. Their friendships formed at school continue at the club. Children play harmoniously and cooperatively together, such as sharing construction objects, while creating their own designs. Children's behaviour is good and they adhere to the boundaries and expectations consistently set and managed by practitioners. On odd occasions children are gently reminded by practitioners about the club rules, to which they respond quickly. The key person system works well, and warm and secure attachments are forming between the children and key persons. Children enjoy the company of adults and happily engage in various activities with them. For example, children and practitioners play board games together, talking about the game rules and negotiate whose turn it is next.

Each child's personal likes and dislikes are respected and catered for. Practitioners know the children well and talk about them with genuine respect and care. They value their backgrounds and encourage them to value each other and celebrate diversity. For example, recently children enjoyed an 'African adventure evening'. A visiting workshop company introduced children to African foods and encouraged children to join in African dance and story sessions. This supports children's growing knowledge of the wider world.

and supports them to value different cultures.

Children display a clear awareness of responsibility within the setting. For example, they happily line up to go outdoors, walk sensibly along corridors, and follow practitioners' instruction well. They welcome opportunities to help by opening doors and collecting equipment. This also helps them develop their self-help skills.

Children's health is appropriately supported. Parents provide key information to the setting to ensure that children's individual requirements are known and understood. For example, food allergies are fully discussed to ensure that children receive a suitable meal and drink. Children are encouraged to follow good hygiene routines and are competent at managing their personal needs. As well as spending time outdoors, children take part in activities to develop their physical well-being inside. For example, they enjoy practising headstands and forward rolls on the large floor mats provided in the main hall.

Children learn about staying safe through daily routines and discussions. Their understanding of safety is further enhanced as they learn about fire safety. They know the procedure for evacuation in an emergency, and the manager regularly practises this with them. As a consequence, children show an awareness of personal safety. Indoor and outdoor space is effectively organised to provide a stimulating and welcoming environment for children. Resources are mostly successfully deployed and are generally accessible, which helps to foster children's choice and plays an active role in their learning. Partnerships with staff from the schools ensure there is continuity for children as they move between settings.

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

Practitioner recruitment procedures ensure that adults who work with the children are suitable to do so and they hold relevant childcare qualifications to their post. Although all practitioners have been appropriately vetted and deemed suitable to work with children, Ofsted have not been informed of changes to the person managing the provision. This means that a legal requirement for the Early Years Register and both parts of the Childcare Register is not met. This has had no impact on children's welfare. Nevertheless, practitioners and management have a generally sufficient understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage.

All practitioners have attended safeguarding training and know who to contact should they have any concerns. A suitable range of written policies and procedures, which are adhered to by practitioners, underpin the running of the club, and appropriately maintained records systems are in place. These documents are available to parents and inform them of the service provided, which helps the club to maintain a suitable provision for the children. Children are unable to leave the setting without an authorised adult because practitioners are vigilant about closely monitoring who has access to and from the main door of the building. Daily risk assessments are completed before children arrive at the club to minimise hazards, which creates a safe, secure and welcoming environment for them to

explore and investigate.

The manager is beginning to monitor the records she keeps. However, records regarding some practitioners' suitability and the training they have attended are not sufficiently organised and stored effectively to ensure that they are easily accessible. This means they are not available for the safe management of the setting and to help ensure the needs of all children are met.

Practitioners have a suitable understanding of their responsibilities in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Regular meetings and discussions held at the beginning of each session enable them to discuss which activities went well and what improvements can be made to benefit children. Practitioners also understand the importance of involving children and parents, valuing their ideas, suggestions and contributions. Practitioners record and assess short observations relating to what children enjoy and how they are developing, linking their knowledge to the resources and activities they plan. The club is appropriately equipped with a suitable range of resources, equipment and play materials that staff generally creatively set out and present to attract and interest children.

Systems for managing practitioners' performance have been recently established. Training needs have been identified through annual appraisals, and some courses have already been undertaken. For example, two practitioners are now consistently present who hold a paediatric first aid qualification, and additional training regarding the promotion of children's language has been attended. As a result, children benefit from practitioners increasing their knowledge and skills in childcare and development. The manager and practitioners use informal self-evaluation to identify their strengths and weaknesses to help promote the improvements over time. For example, all actions and recommendations made at the last inspection have been satisfactorily addressed.

Practitioners have sound relationships with parents. They provide a flexible service and communicate with parents about their children's development and welfare needs appropriately. Parents spoken to during the inspection comment favourably on the club and state that their children enjoy attending. They are pleased with how information is shared and that their children are happy and enjoy their time at the setting. Successful links with the schools the children attend and regular meetings with the teachers have been established. This supports key workers in monitoring children's learning and developmental stages, and enables them to complement school activities to increase their learning.

### 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 Ofsted is informed of any change to the person managing the provision (compulsory part of the Childcare Register)
- ensure Ofsted is informed of any change to the person managing the provision (voluntary part of the Childcare Register).

## 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>	EY448714
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	903690
<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>	32
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Roopam Verma Carroll
<b>Date of previous inspection</b>	18/10/2012
<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, 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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