

# Busy Bees After School Club

Victor Seymour School, Denmark Road, CARSHALTON, Surrey, SM5 2JE

## Inspection date

28/11/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

2

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

2

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

2

## The quality and standards of the early years provision

### This provision is good

- Staff meet the individual needs of children well because there is close liaison with the local school to promote continuity of care and learning.
- Staff know how to keep children protected from harm. For instance, they carry out regular evacuation procedures to help ensure that children know what to do in an emergency.
- Children's ideas are represented well in planning, which leads to good engagement in activities.
- Children have warm, happy relationships with staff, which make them feel secure.

### It is not yet outstanding because

- The potential of the outdoor area to support children's understanding of nature is not fully realised.

## 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 interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector spoke to staff, parents and children and took their views into consideration.
- The inspector sampled a range of documentation.
- The inspector held a discussion with management.

## Inspector

Jennifer Beckles

## Full report

### Information about the setting

Busy Bees After School Club Limited is a privately-owned out of school setting. It is based in Victor Seymour Infant School, which is in Carshalton, in the London Borough of Sutton. The club was originally registered in 2004 but was re-registered in 2013, due to a change of owners. The club is registered on the Early Years Register and both parts of the Childcare Register; it takes children aged from four to 11 years. Operational times are from 3.10pm to 6pm. The club operates term time only. There are seven children in the early years range on roll. The club supports children with special educational needs and/or disabilities. There are five members of staff, four of whom hold appropriate qualifications in early years childcare and education, including the manager who holds an early years degree.

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

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

- develop further opportunities outdoors for children to investigate nature, for example through observations of insects and plants and discussions about changes in the environment.

### Inspection judgements

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

Children's individual needs are met well in this organised out of school club. Staff work closely with local school staff to identify key targets for children and use these to plan successfully for them. Staff encourage children to record their ideas for activities at the club and then implement these. For example, children suggest ideas for different creative activities and this results in them being engaged in tasks and in feeling that they can contribute to their learning. The club is organised well, with children able to select resources of their choice; this encourages them to initiate their own play. Children move freely between the outdoor and indoor areas, which enables them to make independent choices about their play.

Children practise their drawing and early writing skills by using crayons, pencils, felt pens and paper. They develop small muscle control as they make intricate patterns using small beads. They also explore patterns and make interesting, creative designs. Staff help children to develop memory and matching skills as they play board games. As children play, staff ask children to use their addition and subtraction skills to work out how many more items are needed to complete the game. This supports children's numeracy skills well. Children engage well with books by retelling their favourite stories and talking about different characters. They learn about the world around them while they use toy cars,

garages and road mats in imaginative play scenarios. Staff support children to operate simple computer programs, which helps their understanding of how to use technology. Children develop positive self-esteem and understanding of themselves by exploring their feelings, for example through identifying their feelings on cards showing different emotions.

Children develop good physical skills as they crawl through and climb over tunnels and platforms. Staff organise games to develop children's jumping, throwing and catching skills. They are careful to adjust games to meet the needs of children in the early years age range. For instance, they encourage children to bend down on one knee instead of balancing on one leg during a game. Children learn to cooperate and take turns during game playing. However, the outdoor area is not used to its full potential to support different areas of learning, in particular through the provision of opportunities to investigate nature.

The club provides good support to children with special educational needs and/or disabilities. A member of the management team works closely with children with special educational needs who attend the local school. She uses her good knowledge of the children and their individual education plans to inform how the club supports children in their learning and development.

Staff keep comprehensive records on children's assessment, which are used to plan effectively for their next steps in learning. They carry out regular observations and collect samples of children's work, which are evaluated and used to inform planning. There is effective liaison between the club and school on planning to meet the needs of children in the early years age range, which results in good continuity in children's learning. Staff talk to parents daily to keep them informed of children's well-being and development. Parents are kept up to date on nursery news through comprehensive, regular newsletters.

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

Children settle well and are happy in this caring club. Children in the early years age range are looked after by named staff who know them well because they find out about children's skills and interests before their start at the club. Staff provide an entirely appropriate routine, which is readily understood by children. Relationships between children and staff are warm and deep, and this helps children to feel secure and content.

Children learn how to be safe because staff teach them effectively about this. For instance, staff talk to the children about road safety and have a clear procedure that is known well by the children, to help them to behave in safe ways. Staff help children to develop their understanding of why they need to be safe by asking them questions about their actions so that they can assess risk for themselves. Children have good independence and self-care skills. For example, they serve themselves at snack time, pour their own drinks and put on their coats independently. Staff provide healthy, appetising snacks for children, catering for their special dietary needs. Children learn healthy habits

because they get daily fresh air and physical exercise, which helps them to develop a good variety of physical skills.

Staff have very effective links with the local school. They share information regarding children's well-being and development and this helps staff to meet the needs of children well. For example, this includes any information regarding children's behaviour. Staff manage children's behaviour well because they use praise to motivate positive behaviour and this results in children conducting themselves well. Children learn about different cultures and religions through discussion and celebration of special events. For instance, they make craft items for Eid.

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

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. Consequently they know how to keep children protected from harm. For example, they carry out regular fire drills so that children know how to leave the premises safely in an emergency. Staff have good knowledge of safeguarding and of procedures to follow should they be concerned about a child; this adds to children's safety. In addition staff are vetted thoroughly to assess suitability for their roles.

Staff have their training needs identified well through yearly appraisals and consequently have attended a variety of courses. For instance, they have attended a course on behaviour management, which has led to a wider range of strategies used to manage children's behaviour. Management supervises staff regularly and this helps to identify any areas of weakness, so that appropriate support is offered.

The management team reviews all planning and assessment information related to children and this provides good insight into the quality of information kept by staff. It also helps management to recognise if there are gaps in learning, in order to devise ways to close those gaps. The management team works directly in the group room with staff and this enables them to be alert to any quality of care or learning issues.

There are good links with the local school, which involve very effective information sharing about children. This helps to ensure continuity of care and learning. Partnerships with parents enable parents to be kept informed of their children's well-being and development. Staff have good links with the local authority, which provides support and advice on early years matters.

The management team has identified key priorities for development for the club because it has evaluated strengths and weaknesses of the provision well. For example, management plans to enhance communication between the club and parents so that parents have alternative ways to keep informed of their children's well-being and development. The club operates well and has good ability to maintain this for the future.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY463340
<b>Local authority</b>	Sutton
<b>Inspection number</b>	920248
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Busy Bees After School Club Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07791661030

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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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