

Manor Beach After School Club

Manor Beach CP School, Manor Drive, THORNTON-CLEVELEYS, Lancashire, FY5 1EU

Inspection date	16/01/2014
Previous inspection date	08/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 provide a good balance of adult-led and child-initiated activities that support children's personal, social and emotional development, communication and language skills and encourage children to be physically active.
- Effective leadership is in place. Management and staff are clear about their roles and responsibilities to safeguard children and how to support their learning and development.
- Relationships between children, parents and staff are good. This means that children's emotional well-being is supported, so children are happy and confident to explore their surroundings.
- Children are confident and feel valued as they make their contribution to the club rules. Behaviour is good and children enjoy their time at the club.

It is not yet outstanding because

- Some adults do not engage fully, motivate or enthuse with children particularly during outdoor play.
- Children are not always given enough responsibility to promote their independence at snack 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 spoke to children and adults throughout the inspection.
- The inspector observed the children engaged in activities indoors and outdoors.
The inspector met the manager and management committee to discuss a range of
- subjects and look at records and policies, procedures and children's learning journeys.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Susan Hawitt

Full report

Information about the setting

Beach Buddies provides wrap around care for children attending Manor Beach Primary School. It opened in 2003 and operates from blue class. The children can also use the hall, library, technology suite and sensory room of Manor Beach Primary School in Cleveleys. All children have access to a secure enclosed outdoor play area.

The after school club is open each weekday during term time from 7.45am to 9am and from 3.20pm to 5.45pm. A holiday club operates for eight weeks of the year from 8.45am to 5.45pm. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 36 children on roll. Of these 12 are in the early years age range. The club employs seven members of staff, of whom five, including the manager, hold appropriate early years qualifications. Two members of staff are working towards a National Vocational Qualification at Level 2.

What the setting needs to do to improve further

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

- ensure that the deployment of staff takes into account their qualifications as well as their skills and experiences
- enhance the quality of interaction between staff and children particularly outdoors, for example, by further monitoring practice and tackling under performance to ensure staff give equal value to both the outdoor and indoor environment
- promote children's independence by giving them the opportunity to clear away after snack, promoting their independence and self-help skills even further.

Inspection judgements

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

Children are happy and fully enjoy attending the club where they eagerly take part in the activities provided. Staff have a robust understanding of what the children already know and can do. This is because staff gather information from parents and have excellent links with the teaching staff in the school. As a result, children are making good progress. The

effective key person system ensures that the planning of age-appropriate activities compliments the learning taking place in school. Planning incorporates the next steps for children and provides a balance of adult-led and child-initiated activities.

Children are provided with a good range of activities to enhance their physical skills both indoors and outdoors. For example, they enjoy skipping either on their own or in a large group with an adult. Adults extend children's learning by encouraging them to count the skips as they jump and teach them new skipping rhymes. Children praise each other's efforts with claps and cheers of delight. They share their achievements with staff. This helps them feel valued and promotes personal, social and emotional development. Staff support children well as they move freely between indoors and outdoors. However, some staff lack enthusiasm and motivation when outdoors and do not engage fully with the children. Children are confident when communicating with their peers. Staff provide good opportunities to develop communication skills, for example, inviting them to play a game of 'Simon says'. Children give and follow instructions involving several actions, such as putting your hands on your head. As a result, children are learning to take turns and cooperate with each other.

Partnerships with parents are good, they share two-way information when collecting their children. Staff gather information from parents before their children start at the club. This information as well as observations of children playing is used to plan effectively in order to meet every child's needs. Regular newsletters keep parents informed about what their child is learning at the club. In addition to this, there is a parent noticeboard. Staff discuss children's next steps with school staff. As a consequence, children make good progress in their learning. And the transition between school and the club is seamless.

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

There is a good key person system in place. Staff know the children very well, because they work together in school as well as in the club. As a result, the transition between school and the club are natural and children settle well. A piece of bunting which forms a banner is given to each child when they start at the club. As a result, children are developing a sense of belonging. Children's personal, social and emotional development is supported effectively because staff are good role models, consequently, children show great respect for each other and form strong friendships across all age groups. Staff collect the children from their classrooms and complete a register. The children discuss with staff and each other their daily news. As a result, children show a real sense of belonging, they feel safe and have developed a strong sense of trust.

Staff reward children's efforts with a five star treat system. Children express their thoughts about the club by stating that, 'it's fun' and 'i like skipping'. Staff have developed good relationships with parents who are very complimentary about the club. For example, one parent said, 'the staff support my child really well, there is a seamless transition between school and the club, my child loves coming here'. Staff involve children in managing the

safety at the club. For example, children have been involved in compiling a set of club rules, as a result behaviour is good. There is a traffic light system in place to monitor behaviour. The manager said they have never needed to use it to its full potential. Consequently children are able to manage their own behaviour. Children learn to keep themselves safe because, staff involve them in the risk assessment process, for example, children know why the climbing frame is currently 'out of bounds'. Daily risk assessments are carried out every morning and evening to help identify and minimise any hazards that may pose a risk.

Healthy lifestyles are promoted through a relaxed, sociable snack time. Children enjoy sitting together chatting as they enjoy their yoghurt and fruit. Older children support the younger children in their choice of fruit as they pass it round. Children are encouraged to peel their own fruit, however, there is scope to develop children's independence skills further by providing opportunities for children to clear away after snack. Children have an understanding of healthy practices through routines, such as, hand washing and are confident in managing their own needs and accessing the facilities independently.

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

The safeguarding and welfare requirements are successfully met and understood. They are embedded well with clear policies and procedures that are known and implemented by staff. All staff have completed safeguarding and first aid training. As a result, children are kept safe from harm. Daily records, such as attendance registers, accidents and medication, are suitably maintained. Risk assessments are used effectively and daily checks are completed every morning and evening to identify and address any risks. There is a robust recruitment and induction process which is overseen by the management committee. The management team have regular meetings that ensure all staff are aware of their responsibilities. All staff have appropriate suitability checks in place and most hold suitable qualifications to fully support children. However, there is scope to make more optimum use of the deployment of staff taking into account their qualifications, as well as their skills and experience.

The manager has a good overview of the delivery of the educational programmes and a clear understanding of her responsibility to meet the learning and development requirements. Managers meet regularly to monitor children files and planning to ensure their experiences are targeted and they are making good progress. Staff performance is monitored through regular appraisals and staff meetings. Less qualified staff are given the opportunity to practice the key person role by working alongside the manager. However, there is scope to more precisely monitor the effectiveness of staffs' interaction with children, particularly outside and tackle under-performance.

Parents are highly satisfied with the club and the opportunities for their children to socialise and make new friends. Staff take into account the views of parents and children through regular discussion and questionnaires. All parents spoken to during the inspection are highly complimentary about the quality of care and education their children receive at

the club. The manager has a good understanding of the importance of working in partnership with external agencies to ensure appropriate interventions for children should they need them. This means that all children's needs are met.

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

Unique reference number	EY234569
Local authority	Lancashire
Inspection number	870739
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	36
Name of provider	Manor Beach After School Club Committee
Date of previous inspection	08/02/2010
Telephone number	01253853879

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

