

# Beck Out Of School Club

Heron Hill School, Hayfell Avenue, KENDAL, Cumbria, LA9 7JH

## Inspection date

07/03/2014

Previous inspection date

01/11/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Children attending the after-school club are highly respected and valued. Staff consult with them regarding planning and constantly seek their views regarding the running of the club. As a result, children are motivated, enthusiastic and develop a strong sense of belonging, while gaining in self-confidence.
- Staff ensure that procedures are in place and effectively ensure the safety and well-being of all children at all times.
- The managers and leaders of the club are well organised and have a good knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. Consequently, children receive a broad, balanced and variable programme of activities.
- There is good partnership with parents and carers and effective communication with staff members from linked schools. As a result, there is good continuity of learning and consistency for children.

### It is not yet outstanding because

- Children are not always fully supported to gain confidence in dual language communication.
- While outdoor learning opportunities are provided for children, less emphasis is placed on enhancing their creative skills while they gain a wider understanding of the world around them.

## **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 and talked with children as they played inside and outside the club facilities.
- The inspector discussed aspects of policy and practice with staff and managers.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector viewed a range of documentation, including the settings self-evaluation form, relevant policies and procedures and children's files and assessments.
- The inspector took account of the views of parents and carers spoken to on the day and responses to parental questionnaires.

## **Inspector**

Janice Caryl

## Full report

### Information about the setting

Beck Out of School Club registered in its present premises in 2010. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in premises in Heron Hill Primary School, Kendal, and is managed by a voluntary committee. The club serves the local area and is accessible to all children. It operates from two music rooms, one activity room, one classroom and the school playground for outdoor play. The setting employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The breakfast and after-school club opens Monday to Friday term time only. Sessions are from 7.30am until 9am and 3.15pm until 5.45pm. The holiday club opens Monday to Friday during all the school holidays except for one week at Christmas. Sessions are from 7.30am until 5.45pm. Children attend for a variety of sessions. There are currently 150 children attending, 84 of whom are in the early years age group. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. The club is a member of 4Children.

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

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

- accelerate children's development of their home language further, by introducing more common words and phrases into everyday routines. For example, by teaching children everyday words and singing songs in other languages
- enhance learning opportunities outside, by providing more experiences to teach children about growing plants and gardening. For example, by developing garden areas specifically for the out of school children to use, such as in old tyres, tubs and trays.

## Inspection judgements

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

Staff provide a warm, welcoming and friendly environment for children to attend after school. Consequently, children are happy and enthusiastic as they arrive at the club. The early years coordinator ensures continuity of care and education by planning and overseeing all children in the early years age group. Children settle well and make good progress. This is because key persons are attentive and work well with parents from the outset to ensure information collected identifies children's individual needs. Ongoing observations and assessments are effective and show clearly the progress that children make in relation to their starting points. Staff respect and value children's input into the planning process. For example, children work together and make a plan of activities that

they would like to do. As a result, children are active in the learning process and remain enthusiastic and motivated. Furthermore, observations and discussion with children help to identify their specific, current requirements. This means that activities and experiences are planned and appealing because they meet their individual interests. The effective communication between the school and the club means that there is consistency and continuity in children's learning which complements those learnt in school.

Staff have a good knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. Consequently, children receive a wide and varied programme of activities that are stimulating and enticing. Staff support children well as they play and choose equipment for themselves. They help children develop their own ideas by talking to them about the activities and areas for play. For example the quiet cosy area sometimes becomes a role-play area, depending on children's imagination and particular interests. Staff discuss with children what other resources are needed to enhance their play areas, supporting communication and language and self-esteem. Staff ensure that children have daily opportunities to play outside, expend excess energy and experience activities on a larger scale. For example, children excitedly use the large dice to play 'snakes and ladders' and 'hopscotch'. They develop their mathematical skills while exercising and developing their social skills as they play and work together. The good range of resources available, promote learning in all areas. However, there are no opportunities for children to dig, plant and create gardens, reducing opportunities for children to learn more about how things grow and develop new interests. A good selection of books, labelled resources and interactive displays, promote children's development in early literacy skills. This is because they learn that writing in the environment is there for a purpose and provides useful information. Staff provide the time and materials for children to draw pictures, make cards and take part in craft activities. As a result, they are able to express themselves freely, creatively and imaginatively. Staff talk with children and teach them about different countries by pinpointing them on a world map. Children excitedly talk about the places they have stayed including friends and family they have visited. Different festivals and events are celebrated from other countries and cultures. As a result, children's understanding of how others live and work is widened. However, there is scope to support children more in helping them learn and develop vocabulary in their additional language to extend their skills in becoming bilingual.

Parents and carers are very much involved in the setting. They comment on how valuable the service is and how warm and welcoming staff are. They are able to view their children's learning journals, which provide a delightful reference of activities their children have taken part in. Staff are available to discuss issues and development with parents at any time, keeping them fully informed of their children's progress. Children are able to take home books from the lending library and share these with parents, promoting learning at home further supporting early literacy skills.

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

Children's emotional well-being is fostered well. This is because the early years coordinator ensures that key persons are suitably allocated to children. As a result, strong attachments are secured and children are effectively supported in developing a sense of

belonging. Children demonstrate their emotional security by being independent in their play, linking with other children to play games and having the confidence to chat to unfamiliar adults. Staff support children as they settle in, by working together with parents and carers. Children are helped to feel secure by bringing along comfort objects, should they need them. Staff promote a secure emotional environment where children feel able to share any worries and anxieties openly, knowing they will get effective support. Consequently, children feel more able to try things out, knowing that effort is valued.

Staff at the setting promote healthy lifestyles by teaching children about food choices that are good for you and the benefits of outdoor play and exercise. For example, all meals at breakfast and evening snack are nutritious and well balanced. A selection of fresh fruit is always offered, which teaches children about making healthy choices. A healthy eating policy is shared with parents so that the message is reinforced for all adults and children. Children are invited to be involved in planning and preparing snacks, which promotes independence and further teaching about healthy food choices. Good personal hygiene routines are effectively promoted as children are reminded to wash their hands. Staff are good role models and as they explain and demonstrate why this routine is necessary. Outside play and exercise takes a high priority in the club. Staff understand fully, the benefits of providing children with lots of occasions for them to get physically active. The space outside on the playground and on the field provide ample opportunities to run, ride bikes and scooters, balance, jump and skip along with playing team games and sports. Consequently, this has a positive impact on children's well-being and supports all aspects of development. Children are involved in setting their own boundaries and establishing their own rules. This helps promote a strong ethos of good behaviour where children learn to help and support each other and keep the environment safe. Furthermore, children feel respected and valued as staff promote feelings of trust and belief in children's abilities to be responsible and mature.

The environment is kept safe by adults who understand their responsibilities and their duty of care. Consequently, children confidently use the space indoors and outdoors effectively and learn about hazards and how to manage risk. They are confident and self-assured as they transfer from school to the club each evening. Younger children are suitably supported by their key persons helping maintain their emotional well-being. Children attending the holiday provision are equally well supported by staff who link with parents and carers and other schools to ensure they get to know the children well enough to meet their educational and emotional needs. Consequently, children cheerfully take part in activities and experiences and are eager to learn.

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

The good leadership and management ensure that all staff are suitably qualified and are vetted through the Disclosure and Barring Service checks. As a result, children safety and well-being is maintained. Recruitment is robust and staff have clear roles and responsibilities. For example, the Early Years Coordinator monitors the education and care provision so that younger children receive good quality experiences that meet their needs. All staff have attended child protection training and demonstrate their understanding of

procedures to take should they have a concern over a child. Consequently, children are further protected from harm or abuse. The managers and leaders encourage and motivate staff to keep up-to-date with current legislation, by attending local training sessions. Furthermore, staff with lower qualifications are given good support and encouragement to improve their qualification levels. As a result, children's experiences are good because they are fostered by well-motivated, enthusiastic staff who are up-to-date in their training and professional development. Committee members and managers undertake annual appraisals, which support and identify targeted training needs. Supervisions currently take place informally, however, plans are in place to formalise these using written documentation, therefore, strengthening the process.

Policies and procedures are in place, monitored by the management committee and shared with parents and carers. Children are observed carefully as they arrive and leave the setting to ensure their safety. Parents and carers understand and adhere to the policies in place to maintain these standards, for example, by immediately signing their children out on collection. This results in effective and safe management of the setting. Staff are vigilant before and during the out of school activities. The environment is kept safe through daily checks and robust risk assessments. In addition, children are taught how to help look after each other and the environment.

Regular team meetings help to monitor the programme of activities and experiences so that children receive a broad and balanced range. In addition, the planning and assessments for children are discussed and monitored to ensure children are making good progress. The setting have close links with the host school and other settings. As a result, good communication channels effectively support children so that areas of further support are identified and suitably monitored. This means that any gaps in children's learning are helped to be effectively narrowed. The managers and leaders strive to improve the quality of the setting. They liaise closely with parents, other staff and children to monitor the quality and look at areas for improvement. The committee, consisting of parent representatives, regular meet and discuss the provision. In addition, questionnaires and a suggestion box provide further opportunities for parents to express their views and opinions. Equally, children's views and opinions are respected and valued as they also have questionnaires to complete. The managers and leaders intend to reconvene the 'children's committee' giving children deeper and stronger responsibility in the running of the club. Consequently, all children and adults are effectively involved, meaning there is shared responsibility and quality is maintained.

### **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>	EY411308
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	851176
<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>	150
<b>Name of provider</b>	The Beck Out of School Club Committee
<b>Date of previous inspection</b>	01/11/2010
<b>Telephone number</b>	01539 773639

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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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