

Buzz-Bees

Looe Primary School, Hay Lane, Looe, PL13 1JY

Inspection date

Previous inspection date

22/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 requires improvement

- Staff develop sound relationships with the children to support their well-being.
- Children have access to satisfactory resources to support their learning through play.
- Staff work with the school to share information about the younger children's learning.
- Children benefit from outdoor play where they engage in a range of physical activities.
- Robust recruitment procedures help to ensure suitable adults work with the children.

It is not yet good because

- Although staff protect children from leaving the premises the systems to prevent adults entering the provision are less effective in protecting children.
- Staff do not make the most of opportunities to encourage children to develop their communication and language skills, such as during social activities.
- The behaviour of the older children sometimes has an impact on the well-being of the children in the early years age range.
- Management does not make sure that the accident record is fully completed all the time or that documents are on site and easily available and accessible.
- Management does not use self-evaluation efficiently to drive improvement in the provision.

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 children playing inside the club and in the outdoors area.
- The inspector sought the views of parents and children through discussion.
- The inspector conducted a joint observation with the manager of children taking part in a planting activity in the outdoors area.
- The inspector scrutinised mandatory documentation and children's registration documents.

Inspector

Tristine Hardwick

Full report

Information about the setting

Buzz Bees registered in 2013. The out of school club, Kowentha is part of Buzz-Bees Childcare and is now owned and managed by one individual. The club operates from a designated classroom and adjoining facilities within Looe Primary School, in Cornwall. Children also have access to the school library and outdoor area. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Care is available for children aged from four years to 11 years. It operates from 3pm to 6 pm each weekday during school term time only. The club employs a total of five staff; one has an appropriate Level 2 qualification, and three are unqualified. The manager is the owner and holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- improve the security of the premises to make sure that no person may enter any entrance or exit of the club unchallenged
- improve the educational programme for communication and language to encourage children to express themselves more effectively during snack times
- ensure that the written record of accidents is sufficiently detailed and that all documentation is easily accessible and available at all times

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

- use more rigorous and effective systems to evaluate the provision, inform priorities and set challenging targets for improvement
- strengthen the range and type of activities provided for the younger children to support their interests and progress in the prime areas of learning.

Inspection judgements

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

Staff provide a setting where children have fun at the end of their school day. They enjoy open access between the indoors and outside, which helps children learn to move their

bodies freely and get fresh air and exercise. Activities outdoors include football and a rope swing. This enables the children to exert excess energy and take manageable risk as they swing. Indoors children enjoy using different technology such as net books and interactive games, developing their understanding of how such resources work.

Children enjoy their time at the setting, as they gather worms from under the play tyres for their vivarium, commenting how they 'love worms' and watch cocoons as they change to become butterflies. Such activities support children to increase their understanding of the natural world around them. The children also enjoy opportunities to plant seeds and learn about the different flowers they will become from discussions with staff.

Children socialise generally well together as they play though staff do not make good use of opportunities such as snack time to encourage children to enhance their communication and language skills. Staff also do not use the nature activities to build on children's learning at school by introducing words such as under when they search for worms.

Staff plan a range of activities to support all ages of children as they learn through play. They involve some children in the planning but this tends to be the older children, meaning that staff do not always plan a broad range of good activities to support the children's learning in the early years age group. The staff record children's progress and share information, as wow moments, with the reception class teacher to support continuity in children's learning.

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

The staff follow satisfactory procedures to assess risk and protect children's well-being. They teach children how to keep themselves safe and healthy through routine activities and practices. Children learn to use the toaster to prepare their tea safely, under the supervision of staff. As a result children gain independence and self-confidence. Regular fire safety drills helps reinforce children's understanding of what to do in an emergency to evacuate the building.

Children develop an understanding of a healthy lifestyle while at the setting as they get plenty of physical exercise and have regular drinks to prevent them getting thirsty. They learn to follow sound hygiene procedures to protect their health and general well-being. Staff take some steps to deal with any minor accidents children have, for example when they trip over and bang their thumb. However, although staff inform parents of such accidents, they do not consistently maintain the accident record fully to show, for instance full details of the treatment given. This has an impact on how effectively staff meet requirements and safeguard children's well-being.

There is an adequate range of resources available to support children's learning and development generally well in all areas of learning. Staff organise space appropriately to meet the needs of the children.

Children in the early years age group behave well and receive praise and encouragement

from staff to support their self-esteem and well-being. The children all play well together most of the time, taking turns on the rope swing for example. However, at times the older children's behaviour is less positive and this has an impact on the younger children because the staff do not always manage it effectively. This is a breach of a requirement of the Childcare Register.

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

The management of the setting follow satisfactory procedures to safeguard children and protect their welfare. They risk assess the environment for any hazards and take adequate steps to keep children safe. Although the staff protect children by making sure they cannot leave the premises unsupervised they are less effective in preventing unauthorised persons entering the setting. This does not significantly affect children's welfare because staff supervise children at all times and are working on improving security of the premises. Staff have a sound understanding of child protection and the procedures to follow to report any concerns about the well-being of a child to help keep them safe. Most required documents are in place to support staff in safely managing the setting. However management does not make sure that documentation relating to the children is always kept on-site. This is a breach of requirement and makes it difficult for staff to be aware of all necessary information about each child.

The manager is keen to improve the setting and the outcomes for children. She has independently compiled a self-evaluation form which she uses as a working document to help highlight strengths, some weaknesses and steps for improvement. However, the manager does not seek the views of parents, children or staff to contribute to any improvement plans to make sure their voices are heard. In addition, the management have not identified all key weaknesses in the provision to minimise their impact on the children's care, learning and development.

The manager understands how to recruit people who are suitable to work with children and follow robust procedures to do so. All staff are aware of the setting's policies and procedures. This helps to make sure they understand matters affecting children's care and learning and their own role and responsibilities. The manager keeps track of staff's performance, such as regarding how they manage children's behaviour. This helps to ensure they continue to fulfil their responsibilities. Staff are also encouraged to increase their own knowledge to support their professional development and improve the provision for children.

Staff work in partnership with parents satisfactorily regarding the care and education of their children. The setting has information on display for parents about the activities and provision in general. Parents comment positively about the care their children receive.

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 that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register).
- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (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	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	EY470313
Local authority	Cornwall
Inspection number	941357
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	28
Number of children on roll	45
Name of provider	Jennifer Caroline Skelcey
Date of previous inspection	not applicable
Telephone number	01503262172

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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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