

# Rhymes at Beacon Hill Out of School

Martlesham Beacon Hill Primary School, Black Tiles Lane, WOODBRIDGE, Suffolk, IP12 4SS

<b>Inspection date</b>	11/07/2014
Previous inspection date	15/06/2009

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

- Children's well-being is adequately promoted. This is because staff have established positive links with parents. Flexible settling-in sessions and communication with parents means children are happy and quickly settle.
- Children are taught by staff who have an understanding of how to compliment and support children's learning. As a result, children make good progress at the club.
- Staff demonstrate a satisfactory knowledge of how to ensure children's safety with regard to child protection. This means children's welfare is suitably supported.

### It is not yet good because

- Children's safety cannot be assured as they are not accompanied by a first-aid trained member of staff when being collected from school.
- Staff do not routinely review risk to children while on outings. This is because risk assessments are not robust.
- Staff are inconsistent when ensuring continuity of care because positive links with all schools children attend are not established.
- Staff do not consistently develop children's independence or extend their learning in all activities, such as snack and meal 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 observed activities in the indoor learning environment.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of children's development records.
- The inspector viewed evidence of risk assessments, policies and procedures, and other documentation in relation to health and safety checks.
- The inspector checked evidence of suitability and qualifications of staff working with children and the providers self-evaluation form.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Lynn A Hartigan

## Full report

### Information about the setting

Rhymes at Beacon Hill Primary School opened in 2006 and is one of six privately owned and managed out of school clubs. The club is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. It operates from premises within the grounds of Beacon Hill primary School in Martlesham in Suffolk. The club serves the local and surrounding areas. The club opens five days a week, during term time, offering breakfast and after school care and a holiday club. Opening times are from 7.30am until 9am and then 3pm until 6pm. Holiday club operates from 7.30am until 6pm. Children are cared for within one large playroom and have access to the host school's enclosed outdoor play areas. The club employs seven members of childcare staff. Of these, four hold a qualification at level 2 and level 3. Three staff members are currently training. There are currently two children attending who are in the early years age group.

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

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

- ensure at least one person who has a current first-aid qualification accompanies children on outings
- implement robust risk assessment that is understood by all staff and reviewed regularly to ensure children are safe while on outings.

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

- promote children's independence and decision-making skills further by enabling them to make their own choices and to serve themselves at meal times
- establish better links with all schools children attend to ensure children's learning is effectively complimented at the club.

## Inspection judgements

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

Children make good progress in their learning because the staff have a secure knowledge and understanding of how children learn. Staff meet the learning and development requirements to a good standard. Teaching strategies are sound because staff know their children well and have a secure understanding of child development. This ensures the educational programme covers learning across all areas and offers children opportunities

to continue their learning from school. Staff have high expectations for the children in their care, based on the assessments made when children first attend.

Children are positively encouraged to initiate their own games and learning, and this is supported well by the qualified staff. For example, children are enthusiastic about dinosaurs. Resources to support their interests are readily available. When planning activities, staff give full consideration to, and take account of, children's individual interest and preferred way of learning. For example, planned activities, such as modelling using recycled objects to make a dinosaur. Children giggle and call their group model 'recyclesorous' and this encourages all children to engage in these creative activities and experiment with new words. Staff interact appropriately in their games and pose questions that encourage children to think critically. For example, children work well together in groups, and listen to instruction. They are encouraged, when blind folded, to smell and name ingredients in pots. They excitedly take turns in this popular activity and are praised when they are successful. Older children help the younger children, offering lots of encouragement.

Children's starting points and abilities are discussed with parents when children first attend. All about me documents are completed to gain useful information. This ensures staff can effectively monitor children's progress and offer interesting and challenging learning opportunities. As a result of some good communication systems that are in place with parents and staff at the host school, children receive positive support and continuity in their learning. Children's communication, physical and personal needs are fully supported. Children are provided with a quiet space to complete homework at the club if they wish or parents request this. The child's key person is on hand to offer support if needed. Good verbal communication with parents at the end of each session ensures they are fully informed regarding their children's activities and learning. This means they are able to continue to support their child's learning and interests at home.

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

Children excitedly arrive at the club after their day at school. They are happy and are greeted by staff who are genuinely pleased to see them. Children have formed secure attachments to the staff and the key person system means children's emotional well-being is supported by a familiar adult who knows them well. Children squeal and hug a supply member of staff who has returned to help. Children feel secure as they are very familiar with the club's daily routines. For example, they put their personal belongings away and stop at the kitchen to ask what will be for dinner that day. They know to use the bathroom and wash hands without prompt, when they arrive from school. Children quickly engage in activities of their choice and confidently approach staff for assistance when necessary. This means they are developing confidence and some skills and attitudes needed for when they move up through the school. However, children's independence is not consistently promoted. For example, they can choose when to have a drink or snack and skilfully pour their own refreshments, but this is not extended or challenged at meal times. For example, tables are laid for them and meals are served onto plates by the staff. This means children are not encouraged to consistently make choices and decisions, such as, portion size and what they eat.

Staff teach and support children's understanding of positive behaviour. They are calm, positive role models and are sensitive to children's individual needs. Children learn to respect one another and are encouraged to be kind. For example, older children take care of the younger ones and include them in their games. Children are considerate to new children and invite them to sit together, helping them to develop an immediate sense of belonging. Children are encouraged to think about their actions and the impact this has on their friends. As a result, children are well mannered and their behaviour is good. Children are learning about keeping themselves safe and healthy. This is supported through the activities that staff organise outdoors, which encourage children to exercise and get fresh air. They are provided with healthy meals that are freshly prepared and help them to learn to enjoy making healthy choices. Children understand the importance of keeping safe as this is promoted through the discussion and explanations which are offered regarding behaviour. For example, children are reminded to walk and not rush around in case they bump one another. They know to pack away their floor games to ensure the premises are safe and prevent accidents.

The premises are very welcoming, cosy and child friendly. Children are able to play in a stimulating indoor environment. Resources are organised and labelled. This means children are able to initiate their own games and self-select. Children feel a real sense of belonging because they make friends and benefit from seeing their art work and photographs of them at play displayed around the playroom. Staff are deployed well, understand their roles and ensure children are supervised at all times. Children visit the club with their parents during the holidays to ensure they are happy when they attend for the first time on their own.

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

This inspection was prioritised by Ofsted following an inadequate inspection at a linked provision. Children are offered a varied range of interesting and fun learning opportunities. This is because staff have a sound understanding of the learning and development requirements. Staff at the club understand the importance of monitoring the educational programme that is offered to ensure all children make good progress and have fun. Children are consistently asked for their views regarding activities and outings that are organised and their views are welcomed and valued. Children play in a safe and secure environment. This is because staff have a clear understanding of the club's safeguarding policy. In addition, the recruitment process and staff vetting procedures mean children's welfare is safeguarded. The team of staff have a secure knowledge and understanding of child protection procedures and the premises are routinely risk assessed to ensure hazards are minimised. However, children's safety on outings cannot be assured as risk assessments relating to outings are not robust, regularly reviewed or relevant with regard to children participating. For example, risk assessment for swimming activities. Children collected from local schools are not accompanied by staff members who hold a current first-aid certificate as these have expired.

Staff want the best for children attending the club. Most have relevant qualifications and

several staff members are currently training to achieve an appropriate level 3 qualification. Children are cared for by a committed staff team who are supported in their own professional development. Staff evaluate practice and make attempts to encourage parents and children's views. Information for parents is clearly displayed within the entrance. Parents comment that they feel staff keep them fully updated on events happening at the club and are happy with communication systems in place.

Most children benefit from established and positive partnership working with parents and the school they attend. This is more relevant for children attending the host school but not so robust for those attending other local schools. This means staff are not consistently fully informed regarding all the children in their care. For example, while staff make every effort to ensure all children receive the support they need, they rely on the children telling them about their school day or the school newsletters. The manager meets with the reception and year one teachers of the host school to discuss how best to support and continue the children's learning, but has not established these links with other schools children attend. Friendly and approachable staff are deployed well to ensure children are supervised at all times. Staff are available for daily discussions with parents to ensure children's needs are met. Parents speak highly of the care and learning their children receive at the club. For example, parents comment that their children are safe, happy and make good progress at the club.

### 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 children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure all staff members have an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure all staff members have an appropriate first aid qualification (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY321275
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	981106
<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>	16
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Little Joe Ltd
<b>Date of previous inspection</b>	15/06/2009
<b>Telephone number</b>	01473 611881

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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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