

Beech Tree Out of School Club

Beech Street County Primary School, Beech Street, Winton, Eccles, Manchester, M30 8GB

Inspection date	20/08/2014
Previous inspection date	14/03/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The manager lacks a secure understanding of the requirements of the Early Years Foundation Stage. This results in a number of breaches in requirements, including a failure to notify Ofsted of significant events, which is an offence.
- Staff recruitment and vetting processes are not good enough to help ensure that children are cared for by suitable adults. This compromises children's safety.
- Key persons do not always ensure that each child's care is tailored to meet their individual needs. Consequently, some care practices have a negative impact on children's emotional well-being.
- The monitoring of staff performance and the drive to promote ongoing improvements are weak. Consequently, effective plans to help raise the quality of the club are lacking.
- There are gaps in the programme of activities to help children develop their understanding of the world and learn about their local community.

It has the following strengths

- Relationships between staff, children and parents are positive and friendly. Children have fun in the club and enjoy the activities on offer.

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 club room and the outside play area.
- The inspector spoke with staff, children and parents, and held a meeting with the manager.
- The inspector checked evidence of suitability and qualifications of staff, and sampled a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jan Linsdell

Full report

Information about the setting

Beech Tree Out of School Club was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Beech Street Primary School in Eccles, Manchester, and is managed by a private individual. The club operates from a self-contained area within the school, with access to an enclosed outdoor play area. Children also have occasional use of the school hall and a designated classroom. The club employs five members of childcare staff, all of whom hold appropriate early years qualifications, including two at level 3 and three at level 4. The club opens Monday to Friday, from 7.45am until 8.50am and 3pm until 5.30pm during term time, and from 7.45am until 5.30pm during school holidays. Children attend for a variety of sessions. There are currently 64 children on roll, 11 of whom 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:

- improve knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, particularly in relation to the changes that must be notified to Ofsted
- implement robust procedures to ensure that all staff working with children are suitable to do so, by conducting necessary checks on all staff and recording accurate information about their qualifications and the identity checks and vetting processes that have been completed, such as the taking up of references, employment history and details of Disclosure and Barring Service checks
- ensure key persons follow care practices that meet children's individual needs, for example, by making sure they respect children's privacy and dignity when dealing with toilet accidents
- establish a culture of continuous improvement, for example, by conducting regular staff supervision and appraisals and undertaking effective self-evaluation, so that priorities for development are identified and addressed.

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

- improve the programme of activities during school holidays, for example, by providing outings or activities, to support children in understanding the world and to help them learn more about their local community.

Inspection judgements

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

Recommendations from the last inspection, to help promote children's learning and development and to complement their learning in school, have not been addressed. This means that little regard is given to the learning and development requirements of the Early Years Foundation Stage, to help guide children's learning and support the planning of activities. Consequently, not all areas of learning are well promoted. For instance, staff do not provide any outings during the holiday club or source activities that enable children to develop their knowledge of the wider community and other cultures or beliefs. This limits children's experiences and does not fully support them in understanding the world.

Nevertheless, staff do provide appropriate support to the children and encourage them to engage in their self-chosen play. They organise children into age-related groups, so that they can participate in activities that are suitable for their stage of development. Staff join in with the children's games, for instance, as they play outside together and teach children how to skip. They sit with children to complete board games and show them how to create objects using rubber bands. This promotes their physical development and problem-solving skills.

Children engage in friendly conversations with staff and each other, which support their speaking and listening skills. They play well together, for instance, when they organise a game of skittles. They wait patiently for their turn and when their effort to knock down the skittles is unsuccessful, they say to each other 'we have to try again'. This demonstrates a positive 'can do' attitude, which helps to support their next stage of learning. Verbal exchanges of information about the children contribute to keeping parents informed. Discussions with parents indicate that children enjoy coming to the club and like 'playing outside and getting messy'. Parents indicate that they are content with the level of information they receive.

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

Children's safety is compromised because of the lack of robust procedures in place to ensure they are cared for by suitable adults. The manager indicates that she and the deputy hold valid certificates in first aid, but these are unavailable for inspection. Furthermore, some care practices do not meet children's individual needs or support their emotional well-being. For example, key persons are not always discreet when dealing with toilet accidents and this alerts other children to what is happening. This does not promote children's privacy and dignity, and consequently, can be quite embarrassing for the child concerned.

Staff talk to parents and share information about children's needs, which helps children to settle in. Parents state that staff are friendly and comment that they are 'always happy to see the children'. This encourages positive attachments to form and helps children to feel emotionally secure. Staff manage children's behaviour appropriately. They encourage

children to look at them when they are speaking, to make sure that they are listening and they understand their explanations. They encourage cooperative play and remind children to use gentle hands when playing with their friends. Consequently, children are confident, for instance, to play independently or express their needs.

Staff encourage children to wear hats outside, which helps to keep them safe in the sun. They remind children to play carefully and they point out dangers, such as not to throw the equipment. This helps to raise children's awareness of safety issues. Staff support children to develop a healthy lifestyle. They promote outdoor play, so that children can exercise and take part in active games. They remind children to wash their hands before eating their packed lunch and they sit with them during mealtimes to encourage social interaction.

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

The manager's understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage is not good enough. Consequently, there are some breaches in requirements relating to the Early Years Register and Childcare Register. This includes a failure to notify Ofsted of significant events, which is an offence. For example, Ofsted have not been informed of a serious accident involving a child trapping their finger in the door. Following the accident, staff did take appropriate steps to help prevent a reoccurrence, for example, by fitting finger guards to doors. Also, the club is no longer managed by a committee and is now run solely by the manager. Again, Ofsted have not been notified of this, which means the registration of the club is inaccurate. The manager now understands what she needs to do to rectify this error.

Recruitment and vetting procedures are not rigorous enough. This has led to the manager making assumptions about the suitability of a member of staff, rather than carrying out thorough checks. This is a further breach of requirements and has a significant impact on children's safety. Some staff records are incomplete. Consequently, information is not available for all staff, to help verify their suitability, qualifications and training, including first aid. Since the last inspection, the manager has made little effort to address the recommendations for improvement, particularly in relation to supporting children's learning and developing self-evaluation. Furthermore, she is unaware of the requirement to conduct staff supervision and appraisals, to help monitor performance and further develop practice.

The premises are safe and secure. Staff supervise the children appropriately and undertake suitable risk assessments, which helps to reduce hazards to children's safety. Staff are trained in child protection procedures and they know how to deal with any concerns about children's welfare. Relationships with parents are friendly and they express positive comments about the club and the staff. They confirm that they are happy with the activities on offer, but some say they would like to see outings provided during school holidays. The manager understands the need to work in partnership with other professionals if necessary, to make sure children get the support they need.

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:

- implement effective systems to ensure that any person caring for children is suitable to work with children, which must include obtaining an enhanced Disclosure and Baring Service check (compulsory part of the Childcare Register)
- ensure Ofsted is informed of changes of circumstance and matters affecting the welfare of children as soon as possible, and no later than 14 days after the change occurs (compulsory part of the Childcare Register)
- implement effective systems to ensure that any person caring for children is suitable to work with children, which must include obtaining an enhanced Disclosure and Baring Service check (voluntary part of the Childcare Register)
- ensure Ofsted is informed of changes of circumstance and matters affecting the welfare of children as soon as possible, and no later than 14 days after the change occurs (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

Unique reference number	307484
Local authority	Salford
Inspection number	876805
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	64
Name of provider	Beech Tree Out of School Club Committee
Date of previous inspection	14/03/2012
Telephone number	0161 921 1624

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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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