

Buzzie Beas at West Haddon Primary School

West Haddon Endowed Primary School, The Green, Northampton, NN6 7AN

Inspection date	14/07/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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's social and emotional needs are addressed well by staff. Relationships are positive and early years children make friends and play together cooperatively.
- Steps taken to safeguard children are clear. Staff successfully identify and minimise risks within the premises and they are fully aware of their responsibilities to protect children from harm.
- Children's good health is addressed well. Snacks promote healthy eating and children are encouraged to be physically active with a good variety of outdoor play equipment.
- Staff ensure that they provide children with a good variety of resources and activities in order to help them make good progress across all areas of learning and development.

It is not yet outstanding because

- Children do not have easy access to materials, such as, paint, glue and collage items and so opportunities to explore colour and texture and combine media to create new effects are not maximised.
- Children do not always have access to a broad range of role-play resources so that they can fully engage in pretend play that is based on their own first-hand experiences.

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 playroom and in the outdoor area.
- The inspector spoke with the provider who is the manager, and with staff and children at appropriate times throughout the session.
- The inspector looked at children's assessment information and a selection of policies, procedures, children's records and records of staff suitability.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full report

Information about the setting

Buzzie Beas at West Haddon Primary School was registered in 2014. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club operates from a classroom in the grounds of West Haddon Primary School in the village of West Haddon, Northamptonshire. It is privately owned. Early years children attending the school wraparound provision attend a pre-school that operates in the school's grounds or they are Reception Class pupils. All children share access to an enclosed playground and playing field. There are currently 78 children on roll. Of these, 14 are in the early years age group and 58 are aged over eight years. The club supports children who have special educational needs and/or disabilities. Opening times are Monday to Friday in term time from 8am until 8.55am and from 3.15pm until 6pm. A holiday club operates during school holidays. A team of five regular staff care for the children and of these, four hold early years qualifications at level 3. There are also two bank staff, one of whom is qualified at level 5.

What the setting needs to do to improve further

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

- improve the opportunities for children to explore what happens when they mix colours, experiment to create different textures and combine media to create new effects
- extend the choice of resources for pretend play so that children can engage in imaginative role play based on own first-hand experiences.

Inspection judgements

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

Staff ensure that they provide children with a good variety of resources and activities in order to help them make progress across all areas of learning and development. Staff initially obtain information from parents on their child's interests and information on what the child already knows. Children with special educational needs and/or disabilities receive good support. Children's achievements are recorded by their key person and staff obtain information from pre-school staff and the Reception Class teacher on planning for the next steps in learning. Consequently, staff ensure that they complement the day time provision and so ensure continuity of care and learning.

Early years children chat confidently with staff and with other children. They speak clearly and use full sentences. Children confidently make decisions about whether to play outside or with a range of resources in the playroom. A good variety of play equipment is stored in

a large shed at the side of the school playground. Children choose to play with wheeled ride-on toys, footballs, bats and balls, skipping ropes and large wooden building blocks. They decide to build houses with the blocks and when one child knocks another child's house down, a staff member encourages them to work together to rebuild it. A child pretends to be the big bad wolf and so tries to blow the house down. When unsuccessful, his friend says, 'that's because it's strong because it's made of wood'. Children use mathematical language while they play. They talk about who will go inside the house and a child says, 'not me because I'm too big'. They talk about how many more blocks they need to make the house complete. Other children decide to play tug of war with a long skipping rope and they talk about two halves of the rope being the same length. A group of children demonstrate their knowledge of symmetry when they create patterns with bats, balls, rackets and small cones.

Children's literacy development is promoted well. A group of Reception Class children sit at a table in the playroom, and choose to write a plan. When asked, they say that the plan is to 'to find caterpillars that are not poisonous'. They offer each other very good support as they use their knowledge of letter sounds to spell the words they want to write. Some of the children then read out what they have written. A child realises that she has missed out the word 'to' and so she squeezes it in between other words. Children can choose to write with pens, pencils, and felt tipped pens, additionally, they have access to scissors and sticky tape. However, art and craft resources are not easily accessible to them because these are stored on a high shelf. Consequently, opportunities for children to explore and create with a full range of media are not maximised. In the outdoor play area, children play with dolls and prams and in the playroom they choose to play with small world toys. In discussion, the provider identifies that role-play resources provided for the children include home corner equipment. However, resources to fully support children's role play are not always available to them.

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

Children are happy and settled as a result of positive relationships between themselves and staff. They speak confidently to each other and to staff. Friendships have formed and children join together to play cooperatively in pairs and small groups. In order to promote children's emotional security parents are asked to visit with their child before he or she attends the club alone for the first time. Key persons are aware of each child's individual care needs because this information is included in admission forms. Children's needs are well met because information is shared between the out of school club staff and the pre-school staff, and communication with the Reception Class teacher is good.

The play environment is safe, warm and welcoming. Information on good practice with regard to safety, illness and accidents are shared with parents. Children's good health is protected well because snacks provided for them are varied, healthy and nutritious. Staff encourage outdoor play and support children in being physically active. Their independence is supported well because staff encourage them to choose to play outside or in the playroom. They select resources for themselves because most are easily accessible to them. Children confidently attend to their self-care needs. Staff are consistent in their management of behaviour and boost children's self-esteem as they praise and encourage.

Children demonstrate awareness of behaviour and of safety rules. For example, they know which fixed physical play equipment they may use and they know the boundaries in the outdoor area.

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

The provider has a good understanding of the requirements of the Early Years Foundation Stage, as a result, measures in place ensure children's safety. Staff are aware of their responsibilities with regard to supervising the children in their care and the provider ensures that children are never left unsupervised with a person who has not been vetted. Potential hazards have been identified and addressed to keep the environment safe. Staff are clear of their responsibilities to protect children from abuse and neglect because they have a thorough knowledge of child protection issues. Appropriate procedures for recruitment, selection and induction are in place and vetting procedures for staff ensure that children are safeguarded. Parents are made aware of a clear safeguarding procedure and the Northamptonshire Safeguarding Children Board procedures. The provider ensures that her own and staff's child protection knowledge is kept up to date. Required documentation is kept in good order.

In order to effectively meet children's care and learning needs, the provider ensures that staff are aware of the requirements of the Early Years Foundation Stage. The provider understands their responsibility to monitor the planning and delivery of the educational programmes, and children's progress; this is done well.

The provider and staff review the provision in order to improve. They welcome advice and support from representatives of the local authority. In order to improve the care and learning provision for children an action plan was drawn up following registration. Policies have been reviewed to ensure that they fully reflect current practice and partnerships with parents and other early years providers have improved. The current priority identified in the action plan, is to increase the choice of resources and visit other provision that operates before and after school to observe good practice.

Parents share very positive views on the service provided. Staff are aware of the importance of obtaining as much information as possible about each child's individual needs from parents and good communication between staff and parents means that children's care and learning needs are met well. Information provided for parents is good and includes a full range of policies that successfully reflect the ethos of the provision. Staff ensure that links with teaching staff in the school and pre-school are maintained in order to ensure continuity of care and learning for children.

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. 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	EY473246
Local authority	Northamptonshire
Inspection number	954404
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	78
Name of provider	Buzzie Beas Ltd
Date of previous inspection	not applicable
Telephone number	01788 510207 & 07591911988

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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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