

# Beavers After School Hours (B.A.S.H.)

Beavers Community Primary School, Arundel Road, Hounslow, Middlesex, TW4 6HR

<b>Inspection date</b>	22/10/2014
Previous inspection date	10/11/2009

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

- Staff work effectively as a team. Children benefit from secure attachments with them, and form good relationships with children of different ages.
- Children's behaviour is good. They confidently choose and initiate their own play with their chosen friends, promoting their independence.
- Parents are pleased with the care their children receive. Daily communication enables parents and staff to communicate; consequently children's needs are met.
- The management committee provides strong support to the staff team, so they know their roles and responsibilities.

### It is not yet outstanding because

- Outdoor resources do not provide all children with good opportunities to make independent choices that challenge and motivate them during their play.

## 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 had a tour of the premises with the manager and invited the manager to take part in a joint observation.
- The inspector discussed with the manager and staff how the individual needs of each child are met to support them to learn effectively.
- The inspector observed children and staff engaged in activities.
- The inspector discussed the self-evaluation form and improvement plan.
- The inspector looked a range of documents, including some policies and procedures, risk assessments, and records for children and staff.

**Inspector**  
Jane Franks

## Full report

### Information about the setting

Beavers After School Hours club, known as B.A.S.H. is run by a parent management committee. It first registered in 1993, and operates from a dining hall within Beavers Community Primary School, in the London Borough of Hounslow. The club is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. Children have access to enclosed outdoor play areas, a technology suite, and a foyer area for quiet activities. There are currently 11 children under eight on roll, five of whom are in the early years age group. Older children also attend the club, which opens each weekday from 3.15pm to 5.45pm during term time. Most children at the club attend Beavers school, with which it has close links. Some places are available for children from other local schools. The club supports children with special education needs and/or disabilities and children who speak English as an additional language. At present the club employs three staff including the manager, all of whom hold an appropriate early years qualification at level 3. Additional staff are engaged when numbers of children attending rise.

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

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

- extend the range of equipment to provide all children with further opportunities to make independent choices that challenge and motivate them during their outdoor play.

### Inspection judgements

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

Staff welcome children enthusiastically, creating a friendly and warm environment. As a result children immediately feel safe, secure and settle quickly after their busy day at school. They enjoy quiet time, explore and play, displaying high levels of independence and self-confidence. Staff spend time getting to know the children. For example, new children and their parents are asked to complete 'All about me' forms and this gives staff knowledge of the children's interests and abilities when they first join the club. Staff continue to monitor their interests through observing children at play. They value children as individuals providing daily activities that reflect on the needs and preferences of the children. However, staff have not fully considered children who have a preference for outdoor play and children's learning through play is not as enhanced in the outdoor environment as it is inside. This is because there are fewer resources accessible to fully motivate and challenge the children outdoors to engage in activities. Nevertheless, throughout the club, children are engaged, busy and make good use of their environment.

Staff constantly talk and ask children questions about their day at school to further support and reinforce their learning during the day. They interact very well with children and recognise when to offer individual support or attention. The staff make time to sit and play, successfully extending children's enjoyment and understanding. For example, during board games they help children to learn to take turns.

Children are able to relax in quiet areas, where they take part in conversation with the staff and their friends. They enjoy active involvement in small world play, dressing up and participating in the art table to express their ideas and imagination. Staff provide opportunities for children to enjoy free-flow outdoor play; children enjoy a range of physical activities which include football and ball games. Staff join in games initiated by children, such as running races, which further supports children's enjoyment and learning.

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

The club is welcoming to children and parents. As a result, children are happy and enjoy coming to the club. They converse freely with staff and visitors and are confident and content. Older children support and encourage their younger friends to settle into the club's routines. They include the younger children in their play and help them with activities. For example, younger children excitedly discussed the activities they were going to take part in for Halloween. They spent a long period engaging in imaginative play with their older friends making pumpkin and spider biscuits. Children's ability to communicate with other children and adults helps them to be prepared for transitions in their life, such as changing teachers or moving classrooms.

Children behave very well. This is because children relate well to staff and develop good social skills. Children display good listening skills and, when necessary, are able to follow instructions well. Staff encourage them to play co-operatively. As a result children enjoy and concentrate well when playing with the activities available to them.

Staff promote children's good health well, always taking their dietary needs, allergies and preferences fully into account. Children are learning about the need for good hygiene practices as they routinely wash hands after visiting the toilet and before touching food. Children talk confidently to each other as they help staff to cut up fruit and set up the table for tea. This teaches children independence and future life skills. Staff sit with the children at tea time, acting as good role models, as they demonstrate social skills and create a warm, pleasant occasion.

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

The management committee and staff team have a good understanding of their responsibility to make sure that the club meets the safeguarding and welfare requirements. They continually review policies and procedures and effectively maintain all the required documentation to help them to care for children responsibly. Staff have a

clear understanding of safeguarding children. They receive regular training on safeguarding and are aware of their responsibility to report any child protection concerns. Procedures for recruitment are robust; they include full vetting of all staff to ensure their suitability to work with children. Induction systems are comprehensive to ensure that staff are clear about their roles and responsibilities.

The security of the premises is given high priority and is well maintained throughout. To eliminate hazards, staff conduct a detailed risk assessment and daily safety checks in all areas. The premises are secure and visitors are required to sign the visitors' book, both at the school and at the club, which further helps the club to safeguard children. In addition to this, staff supervise children well, both inside and outdoors. Staff are well deployed in different areas in the outdoor area, which allows children to freely explore all areas of the playground and promotes their safety.

The manager monitors staff performance through regular meetings. Staff have opportunities to develop their knowledge and skills through attending training courses and have regular support from the early years adviser, which helps to support their professional development. The staff value and respect the views of both parents and children. Parents confirm they are very pleased with the club; they find staff are friendly and helpful and keep them fully informed about their child's achievements and the activities they take part in. The club has good working relationships with the on-site school and this has a positive impact on children's move into the club. The school values the club's provision and feels that staff support parents and children well. Staff regularly exchange information with the children's teachers, which ensures good continuity of care.

### **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

<b>Unique reference number</b>	116238
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	842699
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Beavers After School Hours (B.A.S.H.) Committee
<b>Date of previous inspection</b>	10/11/2009
<b>Telephone number</b>	0208 570 9347

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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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