

Beech Tree Out of School Club



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

Inspection date 17 February 2015
Previous inspection date 20 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Positive relationships are clear between children and staff and this supports children's emotional well-being.
- Relationships with teachers at the school are effective. Staff gather information about children's current learning and use this information effectively to consolidate and complement their learning at school.
- Staff use effective strategies to promote positive behaviour and have high expectations of children, which helps children to behave appropriately and fosters their self-esteem.
- Arrangements for safeguarding children are effective because clear policies, procedures and risk assessments are in place. These are regularly reviewed and understood by all staff.
- Staff extend children's interests well through organising local visitors to the club. This effectively supports children's enjoyment and understanding of the wider world.
- The manager demonstrates a commitment to continually evaluating the service she provides. The views of parents, children and staff are regularly sought and this has resulted in continued and sustained improvements, resulting in improved outcomes for children.

It is not yet outstanding because:

- At times, daily routines do not always support children to become fully absorbed in activities.
- Staff do not always provide children with opportunities to think critically, have their own ideas or to make links and discover ways to do things.

What the setting needs to do to improve further

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

- provide further opportunities for children develop their own ideas, make links and to find ways to do things, to enhance their critical thinking skills
- review the organisation of routines, such as the outdoor play session before lunchtime, so that children's opportunities for sustained play are further encouraged and supported.

Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector toured the premises.
- The inspector held discussions with the manager and reviewed a range of documentation, including the safeguarding procedures.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector checked the suitability of the staff and viewed a sample of recruitment records, training and qualifications.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Helen Gaze

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Activities at the club are interesting and stimulating. Staff skilfully observe children's interests and use these to plan purposeful activities that promote their curiosity. As a result, children enjoy spending time at the club. Staff skilfully engage in children's self-chosen activities, while still allowing them to direct their own learning. For example, staff actively take on the role of the doctor during a role-play activity and this supports children in representing their own experiences in play. Some children enjoy playing picture dominoes with staff, and the staff use conversations during activities to extend children's learning well. However, staff provide fewer opportunities for children to think critically and develop their own ideas. For example, during a matching and sorting game, staff do not always extend children's ideas of grouping and sequencing. This does not effectively challenge children further to make links and to choose ways to do things. Nevertheless, children develop positive attitudes to learning, which prepares them well for future learning at school.

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

An effective key-person system and sound relationships with parents, support staff in meeting children's needs. Most children attend the school where the club operates, and so they show familiarity with their surroundings. New children are well supported by staff and they make friends easily and feel able to confidently explore their environment. Staff help children to become independent by giving them responsibility for small tasks during lunchtime, such as selecting their lunch box and washing their hands. Children have opportunities to be physically active and they organise football games that are energetic and lively. Staff promote children's awareness of safety issues during these activities. For example, staff remind children to take extra care as they run for the ball, so as not to bump into other children. Those children who are reluctant to go outside are encouraged to go out before lunchtime. However, the routines are not sufficiently organised to allow children enough time to become absorbed in activities and staff interrupt children's play outdoors, mid-session, to call them in for lunch.

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

Since the last inspection the manager has made certain that she understands the requirements of the Early Years Foundation Stage and, as a result, actions and recommendations from the previous inspection are fully met. Systems for recruitment are clear and ongoing suitability checks of the staff help to keep children safe. Management support staff well through regular supervisions and a new online training system is used well to enable staff to access training to support them in their role. As a result, staff are trained in first aid, safeguarding and some staff hold a formal childcare qualification. This has resulted in a skilled staff team who promote children's learning as well as their emotional and physical well-being.

Setting details

Unique reference number	307484
Local authority	Salford
Inspection number	988804
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	June Worsley
Date of previous inspection	20 August 2014
Telephone number	0161 921 1624

Beech Tree Out of School Club was registered in 2000. It is situated in Beech Street Primary School in Eccles, Manchester, and is managed by an individual. It is open each weekday from 7.45am until 8.50am and 3pm to 5.30pm, during term times. It opens from 7.45am until 5.30pm during school holidays. Of the eight staff who work at the club, two hold relevant qualifications equivalent to level 3 and one has level 4.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

