

# B.A.S.I.C.

Beoley First School, Holt End, Beoley, Redditch, Worcestershire, B98 9AN



<b>Inspection date</b>	9 February 2015
Previous inspection date	10 May 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are encouraged to make choices from a good range of age-appropriate toys and resources. They respond positively to a wide range of activities. As a consequence, children make good progress in their learning through play.
- Effective partnership with parents and a well-established key-person system helps children form warm and secure attachments, promoting their well-being and independence.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities for child protection.
- Monitoring and self-evaluation are effective in maintaining continuous improvement in the provision.

### It is not yet outstanding because:

- Staff do not consistently share information with the school in order for children's learning and development to be fully supported.
- Staff do not always arrange an inviting space where children can relax or take part in quiet activities.

## What the setting needs to do to improve further

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

- build upon the already good links with the school to further complement children's learning and development on a day-to-day basis
- organise space and relevant resources for children who wish to relax and take part in quiet activities.

### Inspection activities

- The inspector observed the staff engaging in a range of indoor learning activities.
- The inspector held discussions with the two managers.
- The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.

### Inspector

Amanda Tompkin

## Inspection findings

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

Children are happy, settled and they enjoy their time in the club, where they engage in a wide range of stimulating activities which complement the learning that takes place in school. Staff respond well to children's preferences for play and set out the resources accordingly. This means that children's needs are met as they choose from the resources on the tables. Staff demonstrate that they know the children well and regularly observe them as they play. They take note of children's self-initiated play and use this information to inform their planning and to ensure that the children's interests are used as a basis for future learning. As a result, children make good progress towards the early learning goals and are acquiring the skills to support the next steps in their learning. Staff have an effective partnership with the attached school. The club receive updates about what the children are learning in school. Consequently, staff are able to tailor activities to support children's learning within school. However, there is scope to strengthen these already good links by ensuring information is consistently shared between the two settings on a day-to-day basis.

On entry, parents contribute to initial assessments of their children's starting points and are kept well informed about their children's achievements and development through regular feedback and open access to their learning records. Consequently, children are cared for according to parents' wishes. Friendships develop across the age range, for example, a buddy system is effectively used where older children help younger children cross the road safely, under the close supervision of staff. Children develop their physical skills well outdoors, as they have access to the adjacent field which they can access from the hall at all times of the year. Children talk freely with peers, staff and visitors. They happily chat to each other as they sit and eat their snacks. Staff use good teaching skills, including asking open-ended questions and supporting children in their chosen activity, such as helping them to build an office area for role play. This stimulates them to be active learners and pay close attention. Consequently, children's learning and competence in communication is well supported.

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

Children's personal, social and emotional development is effectively supported within the club. A good key-person system is in place. As a result, children show a real sense of belonging, are confident and form positive relationships with adults and other children. Children are very happy and settle well in this club, staff greet children with enthusiasm and show genuine interest about how their day at school has been. Their move in to the club is managed well and helps them to feel confident and happy in their surroundings. Information obtained from parents ensures staff are informed about children's preferences and they use this effectively during the settling-in phase. Children confidently make choices about what they would like to play with. However, there is scope to improve the opportunities indoors for children who want to relax while taking part in quiet activities.

Children's health and well-being are supported effectively. Staff provide children with

healthy snacks and water is always accessible to the children. Children's individual dietary needs are discussed with parents and taken into account at snack times. Children are encouraged to be independent in their choice of activities and in their self-care routines. Children learn to become independent as they are encouraged to carry out small tasks, such as serving the drinks at snack time. They enjoy mixing with children of different ages. This helps children to form other friendships, develop their social skills well and to increase their confidence. As a result, children continue to be emotionally equipped to make good progress at school.

Children behave well while at the club because staff manage children's behaviour well. Clear boundaries are set, club rules are displayed and children respond positively to guidance from the staff. They value their individuality and praise their good behaviour. Consequently, children are happy and familiar with the daily routine. Children learn about staying safe through daily routines and discussions. Staff give gentle reminders to ensure they develop a good awareness of safe behaviour. As a result, children show a good understanding of personal safety. For example, they know that they need to wear their high-visibility jackets and hold their buddy's hand while crossing the road. Their understanding of safety is further promoted as they learn about fire safety. Staff practise the evacuation procedure regularly with them to ensure they know what to do in the event of an emergency.

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

Staff have a good knowledge and understanding of safeguarding procedures and how to protect children. Good systems are in place to keep children safe. There are effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. The management team discuss ongoing suitability with the staff during appraisals and supervision sessions. These are also used to discuss the professional development of staff and their training needs. The premises are secure and visitors are asked to sign the visitors book, which further safeguards children. In addition to this, children are supervised well, both indoors and outdoors. For example, staff effectively supervise children while crossing the road using the zebra crossing. Children's welfare is promoted as staff provide a safe environment for them to use, which is maintained through regular visual and written risk assessments.

Self-evaluation is continuous due to consistent communication. Staff ask children about activities they have enjoyed and the changes they wish to see. They are responsive to children's suggestions and make improvements to maintain their positive experiences at the club. Positive partnerships have been established with parents. It is evident from discussions with parents that they are extremely happy with the service the club provides. For example, one parent stated that, 'staff are very welcoming, they know my child well and she absolutely loves coming'. They appreciate how well staff helped their children settle in when they first joined the setting and adapted to their needs. Staff encourage parents to take an active part in their child's learning through daily feedback, questionnaires and sharing children's learning journals on a regular basis. This encourages parents to be enthusiastically involved in extending their children's learning at home through play.

The managers of the club have a clear understanding of the Early Years Foundation Stage and demonstrate a secure understanding of how to meet the welfare, learning and development requirements. Planning and evaluation of activities is good and ensures that children are making good progress in all areas of their learning. Staff track and monitor children's progress which enable staff to quickly close any gaps in children's learning. Staff recognise the importance of working in partnership with other early years professionals should the need arise.

## Setting details

<b>Unique reference number</b>	205135
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1016486
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Beoley After School Interest Club Limited
<b>Date of previous inspection</b>	10 May 2010
<b>Telephone number</b>	07773667481

B.A.S.I.C. was registered in 1999 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The club operates from Beoley First School and Beoley village hall in Beoley, on the outskirts of Redditch, Worcestershire. Outdoor play is provided within the school grounds. The club opens Monday to Friday during the school term time, from 7.30am until 8.45am and from 3.15pm until 5.30pm. A holiday playscheme operates from this site from 7.30am until 5.30pm, subject to demand. The club employs three members of staff, of whom two hold qualifications at level 3 and one holds a qualification at level 2. There are 30 children on roll, of whom eight are in the early years age range.

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