

# Beeches Kids and Training

Perry Beeches School, 256 Beeches Road, Birmingham, B42 2PY



<b>Inspection date</b>	22 March 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Children's personal, social and emotional development are promoted well. Children form very strong relationships with their peers, older children and the staff. An effective key-person system helps children to feel safe, secure and develop a strong sense of trust.
- Children engage in regular group discussions to share their ideas and suggestions. They also contribute to the evaluation of some activities. This helps staff to tailor the planning of activities to children's preferences. As a result, children are involved, active and motivated by the interesting opportunities and experiences available to them.
- Staff are positive role models for the children and support the children to develop caring attitudes. They treat them with respect and care and offer plenty of praise and encouragement.
- Staff value and respect the views of both parents and children as part of their self-evaluation process. Parents complete questionnaires and children are encouraged to express their views.
- Staff regularly review and discuss planning and activities, share ideas and access training to develop their knowledge and skills so that the quality of their practice continually evolves and improves.

### It is not yet outstanding because:

- Staff have not considered all means of giving children a voice, particularly if they have any worries or concerns and are less confident to speak in a group.
- Although information is shared with the host school about children's care needs, staff do not obtain detailed information about children's learning to extend and build on their experiences even further while in the setting.

## What the setting needs to do to improve further

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

- explore ways of enabling all children to express any worries or concerns they may have and ensure they know that these will be responded to by staff
- develop even more effective ways to regularly gather information from the host school about children's learning so that this can be used to further consolidate children's knowledge, skills and progress in the setting.

### Inspection activities

- The inspector discussed the activities provided with the manager, observed activities indoors and outdoors and spoke to staff.
- The inspector looked at a sample of policies and procedures, risk assessments, accident records and children's and staff's details.
- The inspector spoke to parents and children during the inspection and took account of their views.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and looked at and discussed the setting's self-evaluation.

### Inspector

Sally Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the indicators of abuse and are fully conversant with the procedures to follow so that appropriate action is taken to protect children from harm. Risk assessments and accident records are regularly reviewed and analysed so that all potential hazards are minimised and children can play safely. Access to the premises is closely monitored and staff know the children's family members well. Therefore, they are aware of who has permission to collect children and take them home. Staff's communication with parents during arrival and collection times fosters positive relationships. This helps to ensure the individual needs of each child are met. The manager and staff are experienced and work cohesively as a team, with the children's interests at the heart of everything they do. They evaluate their practice and the service they provide. They have a realistic view of their strengths and a clear focus for their priorities to secure further and ongoing improvements.

### Quality of teaching, learning and assessment is good

The staff team is committed to providing children with good quality care and learning. Staff are mindful that most of the children have been at school all day. Therefore, they organise resources and plan a range of activities based on the children's preferences, which ensures children remain interested and have fun. Staff carry out observations of children and use the information to plan activities that generally build on, and consolidate, children's knowledge and experiences. Staff show a real interest in what children say and do and make sure there is time to talk about the children's day. Children develop high levels of independence. Staff understand that children need time to pursue their own learning without interruption. As a result, they provide good opportunities for children to complete activities without over-directing or imposing their own ideas. For example, children make Easter cards for their family and friends. They choose their own designs, materials and ways of completing the task, so that each card is individual, unique and personal to the child.

### Personal development, behaviour and welfare are good

Children's personal, social and emotional development are successfully fostered. Staff are caring, kind and welcoming and children relate to them well. This creates a harmonious atmosphere where children's emotional well-being is nurtured. Outdoor play is hugely popular and children eagerly participate in team games. They run around excitedly and those who are 'fish' squeal as they try to evade capture by the 'sharks.' This helps to promote their physical well-being. Children have access to a range of resources, play opportunities and planned activities that reflects diversity and acknowledges cultural differences. They explore a variety of celebrations and customs and talk about their own experiences. Some children recall their visit to a local temple and share what they have learnt. They remember that the round part of the building is called the dome and discuss why they had to cover their hair and remove their shoes. Children behave particularly well and are kind and courteous to one another. They contribute to the rules of the setting and know that they must share and take turns. Numerous activities and discussions promote children's awareness of how to maintain a healthy diet and keep themselves safe.

## Setting details

<b>Unique reference number</b>	EY477278
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	995487
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Beeches Kids and Training Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07791630840

Beeches Kids and Training is privately owned and was registered in 2014. The setting employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The setting operates from Monday to Friday, term time only, from 7.30am to 9am and 3.20pm to 6pm. Children attend a variety of sessions.

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