

BEADIES (Before & After School Club)

Danesmoor Drive, Bury, Lancashire, BL9 6ER



Inspection date

14 April 2016

Previous inspection date

24 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Care practices support children's physical and emotional well-being effectively. Children have good opportunities to be independent. They use effective self-care routines and learn about the factors that promote a balanced lifestyle.
- Staff make good use of what they know about children's achievements, interests and needs in order to match activities to these. Children's views are sought to help decide on activities, resources and foods, showing that their ideas are valued.
- Staff demonstrate effective skills when helping children to think critically and explain their ideas. Opportunities for children to solve problems and use their imaginations are good. Activities enable children to enjoy their time before and after the school day.
- Children respect others. Their behaviour is good and staff act as strong role models for children. Continuity is effectively maintained between the setting and host school when teaching children how to manage their feelings and behaviour.
- The staff and manager have raised the quality and variety of activities they provide for children. Children enjoy activities both indoors and outside which effectively complement the skills and knowledge they gain in other settings.

It is not yet outstanding because:

- Opportunities to share information with parents about children's achievements are not fully used to help support their progress and enhance self-esteem.
- Observations of children's achievements are not routinely shared with other settings, to promote the best continuity in their progress.

What the setting needs to do to improve further

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

- enhance the use of opportunities to share information with parents about their children's activities and achievements
- build on existing partnerships with other settings and enhance the use of information sharing that further promotes children's progress.

Inspection activities

- The inspector viewed the areas of the premises used by the setting.
- The inspector observed the quality of staff practice during activities, and assessed the impact this has on children's play and progress.
- The inspector and the manager completed an evaluation of staff practice.
- The inspector looked at relevant documentation related to the provision for children's welfare and activities, along with evidence of the suitability of those working on the premises.
- The inspector and the provider discussed how the provider and staff reflect on the provision in order to bring about continuous improvement. The inspector spoke to staff as appropriate.
- The inspector spoke to children and five parents during the inspection to gain their views about the setting.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff and managers have a secure knowledge of how to report and identify any concerns they may have, in order to help promote children's welfare. The manager and staff have effectively brought about continuous improvement since the previous inspection and addressed all actions set. This includes improving the ways in which staff are supervised and their training needs acted on. Staff are enthusiastic and motivated, making good use of the knowledge and skills gained from their qualifications. They continually look for ways to enhance the activities and interactions they provide so that children benefit from this. Parents are asked for comprehensive initial information when children join, to help staff meet their children's needs and interests. Parent's views are sought, along with those of others who have links with the setting, as part of the work towards continuous improvement.

Quality of teaching, learning and assessment is good

Resources are easily accessible and children choose from these independently. They ask for others, if needed, showing good self-confidence. Children enjoy playing with a range of materials. They make models from a selection of boxes, practising using tools, such as scissors, safely. They shape, scoop and make marks in sand, developing their manipulative skills. A variety of other resources for making marks are provided and children can practise the skills needed to form letters, while using their imaginations. Staff provide a range of resources to help promote children's imaginative play. Children enjoy arranging lengths of fabric to make a den, using their thinking and cooperative skills to decide how to secure the fabric to the frame. Children have good opportunities to gain a positive awareness of diversity. Staff help them to learn to respect the similarities they share with others, along with any differences. Children who speak English as an additional language have comprehensive support from staff for practising their speaking skills and building their vocabulary.

Personal development, behaviour and welfare are good

The support for children when they first attend the setting is carefully planned, based on observations of their needs. All children are assigned a key person to help promote their well-being. Staff are encouraging when children try activities and praise their efforts, enhancing their self-esteem. Children of all ages enjoy sharing activities, developing respect for each other. They build dens together and take turns to sit in these. Children enjoy outdoor play and exercise. They have good opportunities to take small, well managed risks, challenging their physical skills. Staff teach children how to be safe during activities. They raise their awareness of how their actions could affect others, as well as their own well-being. Children enjoy preparing their own fruit for snacks and staff teach them how to use small knives carefully. Staff make effective use of the activity to teach children about the benefits of eating a healthy diet. Children enjoy talking about their preferences for foods, developing their communication skills.

Setting details

Unique reference number	316773
Local authority	Bury
Inspection number	1041047
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	32
Number of children on roll	71
Name of provider	BEADIES (Before & After School Club) Committee
Date of previous inspection	24 January 2013
Telephone number	0161 764 3781 07910552614

Beadies (Before and After School Club) was registered in 1998. The setting opens on weekdays in term times only, from 7.30am to 8.50am and from 3.15pm to 5.15pm. The setting employs five staff, including the manager, who are all qualified to level 3 in relevant subjects. The setting supports children who speak English as an additional language.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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

