

<b>Inspection date</b>	30 January 2018
Previous inspection date	14 October 2016

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>		Requires improvement	3
	Previous inspection:		
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The management team does not provide the support and coaching staff need to give them a better understanding of how to fully promote children's welfare, skills and interests.
- Staff do not provide enough resources and enjoyable experiences for children to fully engage in. They do not provide good opportunities for children to make independent decisions about their play, explore and investigate more or develop their own ideas.
- Partnership working with the host school is not wholly successful. Although teachers and the out-of-school club staff share information to meet children's care needs, the out-of-school club staff do not make links with school staff as well as they could to promote continuity with regard to children's different skills and interests.
- The provider and manager do not evaluate the provision well enough to identify strengths and key areas for improvement. They do not liaise with staff, parents or children to gain their views about how to improve the quality of the provision.

### It has the following strengths

- Children are happy and they interact well with their peers and with older children. Relationships between staff and children are good.
- Staff provide healthy choices for a light meal that children serve for themselves midway through the after-school club session.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

- |  | <b>Due Date</b> |
|--|-----------------|
| ■ ensure that supervision of staff is effective in providing the support, guidance and coaching they need, so that staff effectively promote all children's welfare, skills and interests. | 16/03/2018      |

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

- improve the quality and quantity of resources and activities, and provide opportunities for children to make independent decisions about their play
- strengthen the partnerships with the host school, exchanging information and promoting continuity with regard to children's skills and interests
- implement rigorous and effective systems for self-evaluation to identify and prioritise areas for improvement.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector held meetings with the provider and the manager of the provision. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to staff and children.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

### Inspector

Jan Burnet

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. The premises are safe and secure, and staff continually supervise children appropriately. Procedures for staff recruitment and selection meet requirements. The safeguarding policy is thorough. It includes information about the signs of abuse and neglect, procedures for any allegations against staff, and the local child protection referral procedures. The provider and manager are designated safeguarding leads and they implement the policy appropriately. Staff know the setting's policies and procedures. They understand their safeguarding responsibilities. However, staff do not receive sufficient support and coaching from the provider and manager, so they are up to date with current legislation and guidance, and understand how to fully promote children's welfare, skills and interests. The provider has not developed effective procedures to identify targets for improvement to ensure that they meet requirements. They have made some improvements since the last inspection, for example, their links with the host school, although this is not as effective as it could be. Staff work with parents, who say staff communicate with them to help meet their children's needs.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not provide a broad enough range of activities or resources to motivate all children and promote their skills. They set very few toys out when children arrive and these do not link to children's interests. Not all children engage and choose to play with the resources. Partnerships with teachers in the host school are not maximised for staff to provide activities that complement children's abilities. For example, staff provide paper and pens, but they are not aware of how they can build on the writing and reading skills that children already have. That said, children are self-assured and chat with staff and other children. Older and younger children interact well. While playing outside, they show good physical skills. Some children choose to learn how to hula-hoop. Others join a staff member who supports a hide-and-seek game. They count while their friends run and hide. Staff plan some activities during the week, such as cooking, and arts and crafts.

### **Personal development, behaviour and welfare require improvement**

Staff do not provide a suitably stimulating environment. They do not fully support children's independence. For example, children do not have opportunities to choose and select resources for themselves. Nonetheless, children are happy to attend the club. They demonstrate an understanding of expectations for behaviour. For example, they wait in a queue and take turns to serve their food at teatime. Parents are encouraged to visit with their children and meet staff at the end of the summer term. This helps the children to feel emotionally secure when they start at the club the following September. Children understand and adopt healthy habits, such as good hygiene practices. They are physically active in the school playground and staff organise some games in the school dining hall.

## Setting details

<b>Unique reference number</b>	EY477282
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1122541
<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>	4 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Beeches Kids and Training Limited
<b>Registered person unique reference number</b>	RP533640
<b>Date of previous inspection</b>	14 October 2016
<b>Telephone number</b>	07710987543

Beeches Kids and Training registered in 2014. The out-of-school club operates Monday to Friday term time only from 7.30am to 9am and from 3.15pm to 6pm. The club employs seven members of childcare staff. Of these, three staff hold a qualification at level 3, one at level 6 and one at level 2.

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Piccadilly Gate  
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Manchester  
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