

# Beeston Out Of School Club



Trent Vale Infant School, Trent Road, Beeston, NOTTINGHAM NG9 1LP

<b>Inspection date</b>	15 January 2019
Previous inspection date	9 June 2016

<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
Effectiveness of 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

- This is a strong provision, with some excellent aspects. For example, partnership with parents is extremely good and there is a very well-established key-person system. This ensures that the youngest children are supported extremely well.
- Staff make sure children are safe and effectively assess and minimise any risks indoors and outside. They encourage children to understand how to keep themselves safe and help them to identify potential risks for themselves.
- Successful partnerships with parents allow staff to effectively meet children's needs.
- Staff are well qualified and experienced and know how children play and develop. They provide a stimulating environment that supports all areas of play. Staff observe children and ensure that activities suit their age, stage of development and their interests.
- Children's physical development is promoted well. Staff provide children with daily opportunities for fresh air and exercise and they make good use of the school's outdoor facilities.
- Staff are caring and approachable. They value and respect every child as an individual. They create a warm, welcoming environment and build strong relationships with the children in their care. This contributes to children being happy and settled.
- Staff manage children's behaviour well. Children are aware of the club rules and understand why these are in place. They take responsibility for, and understand, the consequences of their actions.
- At times, staff do not make the most of opportunities to build further on children's good knowledge and thinking skills.

## What the setting needs to do to improve further

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

- consider further ways to help staff make the most of all opportunities as they arise to extend children's thinking skills even more.

### Inspection activities

- The inspector held a discussion with the provider and deputy manager. She discussed the methods used to develop practice and checked the suitability of staff.
- The inspector and the deputy manager observed an adult led activity together and evaluated this together.
- The inspector sampled some documentation, including policies and children's records.
- The inspector spoke to children, parents and staff at appropriate times during the inspection.

**Inspector**  
Carly Polak

## Inspection findings

### Effectiveness of leadership and management is good

The provider is dedicated to providing every child with a high-quality provision. She supports the management team extremely well. The arrangements for safeguarding are effective. All staff are trained in the procedures to follow if they have any concerns about a child. The manager regularly updates staff's understanding of safeguarding and child protection issues. Recruitment and selection is robust to ensure all staff are suitable to fulfil their roles. Children benefit from staff's ongoing professional development opportunities. For example, training in behaviour management has enabled staff to use consistent and effective strategies to encourage good behaviour. Children now contribute to making the club rules. Furthermore, staff benefit from regular meetings and appraisals which enables them to keep up to date with current guidance and legislation. The evaluation of practice is effective and includes the views of parents and staff. Management value parents' feedback and act on this if they feel it will benefit the children. For example, they have reviewed and adapted the menus to further ensure children's individual dietary requirements are exceptionally well met.

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

Children have lots of opportunities to play, have fun and relax after a busy day at school. Staff carefully plan each session, considering children's individual needs and personalities very well. For example, younger children enjoy a small group time when they first arrive while they wait for the older children to join them. They talk about what they have been doing at nursery or school and eagerly show off any creations they have made. This helps to develop children's listening and attention skills and boosts their confidence in talking in small groups. Overall, children engage well in activities and choose what they want to do. They have plenty of opportunity to be creative, explore different materials and enhance their imaginations. Older children concentrate on making creations using origami and younger children use their imaginations to make models out of clay and other natural materials. Children enjoy working cooperatively together to make a large train track. They discuss the different types of trains they know and where they are going on their train journey. Staff provide focused activities for children to engage in where they learn to take turns, share and help others achieve their goals.

### Personal development, behaviour and welfare are good

Children settle with ease. Staff spend time helping children to familiarise themselves with the environment, routines and staff before they start at the club. Children demonstrate strong emotional relationships with all staff. They seek them out to involve them in their play or go to them for comfort and reassurance if needed. Staff are interested in the children and spend quality time talking and listening to them. Staff give positive praise to children and recognise their achievements. Children are happy and develop a positive sense of themselves, displaying high levels of self-esteem. Staff are vigilant about children's safety. They ensure no one can leave or enter the premises unannounced. They robustly assess and minimise any risks both inside and outdoors to help keep children safe. Staff encourage children to be healthy. Children have a varied meal when they come in from school and they spend plenty of time outdoors using the physical play equipment.

## Setting details

<b>Unique reference number</b>	EY448714
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10075199
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Carroll, Roopam Verma
<b>Registered person unique reference number</b>	RP516003
<b>Date of previous inspection</b>	9 June 2016
<b>Telephone number</b>	07767167314

Beeston Out Of School Club registered in 2012. It operates from the main hall within Trent Vale Infant School. The setting employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The provider has qualified teacher status and three other members of staff have a degree in early childhood studies. The setting opens from Monday to Friday, offering a breakfast club in the morning from 7.30am until 8.55am and after-school care each evening from 3.15pm until 6pm, during school term times only.

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