

Blackwell Busy Bees

Out of School Club



Blackwell Primary School, Primrose Hill, Blackwell, Alfreton, Derbyshire
DE55 5JG

Inspection date	11 June 2019
Previous inspection date	16 May 2014

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

- Staff form positive relationships with parents. They share daily information with parents about their children's experiences. This helps the staff to provide continuity of care to meet each child's needs.
- Staff have strong relationships with children and interact with them in positive ways. They talk to the children about their experiences at school. This helps to support children's confidence and emotional development. As a result, children are enthusiastic about attending the club.
- Staff know the children well and what they enjoy doing. As a result, they plan activities that support children's interests and their future learning. Staff motivate children and encourage their involvement in the opportunities on offer. Staff provide a broad range of activities to promote children's enjoyment while at the club.
- Staff help children to develop positive attitudes and good behaviour. Staff are positive role models and have a friendly and caring approach to support children's well-being. Children play happily and respect each other, for example, by sharing and taking turns in their play and daily routines. Children's behaviour is very good.
- Staff and management work well together to evaluate the effectiveness of the club. They hold regular meetings and discussions to plan for the club's future. The manager uses feedback from children, parents, staff and school staff to identify changes and improvements that benefit all children who attend the club.
- At times, staff miss opportunities to support children's growing independence. They sometimes complete practical tasks that children can manage for themselves.
- Occasionally, children are not given clear messages about healthy food options. Staff do not always explain to children why healthy food is important and good for their health as part of a healthy lifestyle.

What the setting needs to do to improve further

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

- support children further to develop their growing independence and enable them to do things for themselves
- help children understand the benefits of healthy food and why it is good for them, to contribute towards their understanding of what it means to have a healthy lifestyle.

Inspection activities

- The inspector carried out a tour of the club. She looked at the range of resources available for the children to use and security arrangements to keep the children safe.
- The inspector observed children's activities and the interaction between the staff and children.
- The inspector spoke to the children, staff and some parents during the inspection. She held discussions with the manager and provider of the club at convenient times throughout the inspection.
- The inspector undertook a joint evaluation of an activity with the manager and discussed the impact on the children.
- The inspector looked at a range of documentation relating to safeguarding and staff suitability as well as policies and procedures.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff clearly understand the procedures to follow should they have concerns about a child's welfare. Staff have completed safeguarding training recently, which has further raised their awareness of current legislation and their understanding of the wider issues of safeguarding. Staff conduct daily checks of the premises and ensure all hazards are removed. This means children play in a safe environment. The manager and the provider complete all required checks when recruiting new staff to make sure they are suitable to work with children. The manager supports staff's professional development effectively. For example, she carries out inductions, supervisions and appraisals to help ensure ongoing practice is good and identify any training needs. Staff have a very close relationship with the school staff. For example, they share relevant information such as children's development needs with each other. This helps children to receive consistent care

Quality of teaching, learning and assessment is good

Staff are well qualified. They provide a wide range of activities for the children to enjoy and join in with their play with energy and enthusiasm. Staff's interactions with children are of a high quality. They support children's communication skills effectively. Staff hold conversations with children about their experiences. For example, they talk to the children about the minibeasts they are learning about at school and their recent holiday. Staff skilfully extend this conversation about places the children have visited, such as the London museum. Staff monitor children from a distance and know when to support the youngest children so they integrate well with other children. Children are highly motivated and engaged in their play because the activities provide them with challenge. Staff support all children to improve their knowledge and skills. For example, they teach children how to use the scissors successfully as they make envelopes for their letters.

Personal development, behaviour and welfare are good

Staff provide a relaxing environment after a long day at school. Children arrive happy and settle well. Staff offer regular and meaningful praise to children, which helps them to feel good about themselves. This helps to build children's confidence and self-esteem. Staff encourage children to follow good hygiene procedures and provide daily opportunities for them to be physically active. For instance, children access the secure playground area to take part in activities such as ball games. This supports children to gain fresh air and exercise while at the club. Children are keen learners and eager to share their work. For instance, when they complete their artwork, they are proud to show other staff, the children and their parents. Staff help the children keep themselves safe. For example, they remind them to use the knife carefully when spreading their butter at snack time and to watch they do not slip when going outside because of the rain.

Setting details

Unique reference number	EY396262
Local authority	Derbyshire
Inspection number	10083100
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	5 - 11
Total number of places	20
Number of children on roll	34
Name of registered person	Chesterfield Child Care Limited
Registered person unique reference number	RP535372
Date of previous inspection	16 May 2014
Telephone number	0777 915 2117

Blackwell Busy Bees Out of School Club registered in 2009. It operates within the Blackwell Primary School in the village of Blackwell, near Alfreton, Derbyshire. The club is open Monday to Friday from 8am to 9am and 3.30pm to 5.30pm during term time. The club employs four members of childcare staff, three of whom hold appropriate early years qualifications at levels 3 and 5. In addition, one member of staff is a qualified teacher.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

