

Inspection of Beaver Road Play Station

Didsbury Baptist Church, Beaver Road, Manchester M20 6SX

Inspection date:

9 December 2021

The quality and standards of early years provision

This inspection

Met

Previous inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children's chatter fills the air as they arrive at this nurturing club. Their experiences at the club are a little different to usual, due to the COVID-19 pandemic. Having said this, children show resilience as they adapt to new routines. For example, they wash their hands on arrival and are unphased as staff and the inspector wear face coverings. An effective key-person system enables staff to build caring relationships with the children. This helps children to feel safe and secure throughout their time at the club. For example, if children are feeling a little tired, they approach their key person for reassurance and comfort.

Children have positive attitudes towards their play, showing independence as they choose their own toys and activities. They develop their small-muscle skills while using scissors and glue sticks to make artwork. Children build small models using construction materials. They use their own ideas, such as by choosing a rainbow design while making a calendar for Christmas. Children develop their own narratives during play. For example, they excitedly discuss an imaginary adventure to the North Pole. Children giggle with delight as they use hula hoops, stamp on bubbles and while playing table-top ball games.

What does the early years setting do well and what does it need to do better?

- Leaders have a clear vision of providing children with a 'family environment' and 'nurturing them to meet their individual needs and interests'. Self-evaluation is detailed and includes the views of children, parents and staff. This means that leaders' capacity to continually improve is excellent.
- Staff provide children with a variety of activities, which complement their learning in school. For example, children have opportunities to complete homework and have access to a wide range of books. They each have their own set of pencils and notebooks to enable them to develop their writing and mark-making skills.
- Children learn about similarities and differences between themselves and other people. For example, staff encourage children to read and learn about historical people who have helped to improve society or made remarkable achievements. Staff explain that this helps to teach children that they can 'be who they are' and can 'do whatever they want to do', such as following their own ambitions.
- Children show confidence while speaking with visitors, such as when talking to the inspector about their badges and what they mean. Staff encourage children to use manners during snack time, which is a social event. Staff and children happily talk together. For example, they discuss their favourite Christmas films.
- Care practices are good. Staff encourage children to be independent, such as when looking after their belongings and going to the toilet. Children eat healthy

and nutritious foods and enjoy choosing their own vegetables and pieces of fruit at snack time. Hygiene practices are consistently followed by children and staff, which helps to promote children's good health and their understanding of healthy living.

- Children help to decide the rules and behaviour expectations to follow while at the club. For example, they decide that they should 'be kind' towards others, and help younger children. As a result, children follow expectations well and feel a strong sense of belonging.
- Partnership working is good. Parents do not enter the club due to the COVID-19 pandemic, so staff share information verbally when parents collect their children. Parents cannot speak highly enough about the club. They comment that staff 'go the extra mile' and that the level of 'authentic care' they provide is 'exceptional'. Leaders create links with schools and identify that these partnerships can be enhanced even further to support children's experiences and continuity of care.
- Staff report that they are a 'fantastic team and everyone works well together'. An effective programme of support and supervision helps staff to improve their practice. Leaders recognise the need to continue to source further opportunities for training and development, to further develop staff's knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Comprehensive recruitment procedures ensure that staff are suitable to work with children. Staff receive training in safeguarding and leaders check that this knowledge is up to date. Staff understand how to protect children and keep them safe from harm. They have a broad understanding of safeguarding issues, such as child sexual exploitation and modern slavery. Staff know the referral procedure and the actions to follow, should they have concerns about children's welfare or the conduct of a colleague.

Setting details

Unique reference number	EY348722
Local authority	Manchester
Inspection number	10129181
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 at time of inspection	4 to 11
Total number of places	40
Number of children on roll	55
Name of registered person	Total Childcare Limited
Registered person unique reference number	RP526597
Telephone number	0161 445 0170
Date of previous inspection	7 July 2015

Information about this early years setting

Beaver Road Play Station registered in 2007. The club employs seven members of childcare staff. Of these, six hold early years qualifications at level 2 or above. The club opens Monday to Friday, 7.30am to 9am, and 3pm to 6.30pm, during term time. The club opens Monday to Friday, 7.30am to 6.30pm, during school holidays.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in his evaluation.
- Relevant documentation was sampled by the inspector, including evidence of the suitability and training of staff.
- The deputy manager and the inspector completed a learning walk around the setting, to determine the organisation and planning of activities.
- The inspector observed the interactions between staff and children as they engaged with activities.
- The inspector held discussions with leaders, staff and children at appropriate times throughout the inspection.
- Parents' views were considered by the inspector, through written testimonials and discussions.

We carried out this inspection 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.

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