

# Inspection of Beech Tree Club

Beech Street Community Primary School, Beech Street, Winton, Eccles, Salford M30 8GB

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Inspection date:

7 February 2024

**The quality and standards of early years provision**

**This inspection**

**Met**

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Previous inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Staff warmly welcome children into the club when they arrive from their classroom. Children readily follow the routines for storing away their belongings. Staff set out activities and resources that they know interest the children, which helps them to settle quickly. There is a happy and calm atmosphere at the club, where the session flows seamlessly. Staff engage well, and children are clearly relaxed and confident in their surroundings. The key-person system is effective and the staff know the children well and how to support them in their play. Consequently, children are confident to seek help and reassurance.

Children explain that they like attending the club and that their favourite activities are always ready for them. They also comment that they can ask for other resources and activities. For example, children enjoy designing paper masks and 'paradise' on paper. Other children build complex models using building blocks for their designs, and staff talk about their models with them. Children receive effective support from staff. Staff encourage children to talk about the host school's simple rules, such as respecting each other. This enables even the youngest children to know the boundaries and expectations. Consequently, children behave well. They share and take turns, and are respectful to each other and the staff.

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

- Staff interactions with children are good. They know children well and develop close relationships. Staff listen to children with interest. They engage them in thoughtful conversations. Children communicate confidently and describe ideas in detail. For example, they discuss the rules of board games and show high levels of confidence.
- Children show great pride in their achievements, which staff celebrate with them. For example, children make an imaginative small-world land from bricks, showing excellent creativity for their age. They take great delight in showing this to the staff and others, and explain how they made it. This helps to boost children's confidence and self-esteem.
- There are clear procedures in place for supporting children with special educational needs and/or disabilities and their families. Staff liaise with the school and parents to support children's care and education. This enables them to adopt strategies that are consistent for the child, helping children to feel safe and secure.
- Staff support children to make healthy choices. They offer a balanced diet at snack times. Staff encourage children to try different fruit and vegetables. Staff encourage children to be active. An outdoor area is available for children to use. The manager is considering staff deployment to provide even greater use of the

outdoor facilities, to further promote exercise.

- Partnerships with the host school are strong. The provider and staff regularly communicate with children's class teachers and the headteacher. Staff exchange valuable information with children's class teachers. This helps staff to support children's care and well-being.
- The manager and the staff team are dedicated to providing a high-quality provision. They work closely together as a team and feel well supported. The manager provides staff with regular meetings. This allows them to share ideas and suggestions. To strengthen practice further, more can be done to ensure all staff receive even more incisive feedback, in order to further enhance the interactions they have with the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	307484
<b>Local authority</b>	Salford
<b>Inspection number</b>	10317141
<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 at time of inspection</b>	3 to 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Worsley, June
<b>Registered person unique reference number</b>	RP512804
<b>Telephone number</b>	0161 921 1624 07889 491990
<b>Date of previous inspection</b>	11 May 2018

## Information about this early years setting

Beech Tree Club registered in 2000. The setting operates from the grounds of Beech Street Community Primary School, Winton, Salford. The club is open Monday to Friday from 7.45am to 8.50am and then from 3.20pm to 5.30pm, during term time. It opens from 7.45am to 5.30pm during school holidays. The club employs five members of staff, four of whom are qualified to level 3 or above.

## Information about this inspection

**Inspector**  
Suzy Marsh

## Inspection activities

- This was the first routine inspection the club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the club.
- The manager and the inspector completed a learning walk together of all areas of the club.
- The inspector held discussions with the headteacher of the host school, staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of activities being provided, and assessed the impact that this was having on children.
- Parents shared their views of the after-school club with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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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