

Beeches Kids Club

Inspection report for early years provision

Unique reference number 229116
Inspection date 25/01/2010
Inspector Jenny Batelen

Setting address Beeches Road, Great Barr, Birmingham, West Midlands,
B42 2PY
Telephone number 07791 630840
Email mariskidsclub@yahoo.com
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Beeches Kids Out Of School Club, operating since 1999, is one of four clubs run by a private provider. The club operates from a classroom and the main hall in Perry Beeches Junior school, situated in Great Barr, Birmingham. It is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register and is open to children from three to 11-years-old.

A maximum of 48 children may attend the club at any one time. The club is open each weekday from 7.30am to 9.00am and from 3.20pm to 6.00pm in term time only. All children share access to an outdoor play area. There is disabled access.

There are currently 68 children on roll, including 16 in the early years age group. Children come from the nursery, infant and junior school. The club supports children with special educational needs and/or disabilities and those for whom English is a second language.

The club employs nine staff, seven of whom, including the manager hold appropriate early years qualifications. The rest of the staff are working towards a qualification. The setting is supported by the local authority and is part of the extended schools cluster.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

It meets the needs of the early years children well, enabling them to make good progress, particularly in their personal and social skills. The leadership and management are passionate about ensuring that all children enjoy their time in the club and that parents can have confidence in leaving their children in a safe environment. Children's individual needs and interests are valued responded to through planned and spontaneous activities. Self evaluation is in place and clearly identifies development areas and there is good capacity to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend staff knowledge and confidence in understanding of the Early Years Foundation Stage curriculum
- use self-evaluation to develop effective plans.

The effectiveness of leadership and management of the early years provision

The manager of the club is focused on ensuring that all children are able to participate in a range of activities. A high number of staff are employed and this

supports the aim of the club 'to provide a stimulating environment and diverse experiences'. Staff work well as a team, utilising their various skills effectively and have excellent relationships with the children.

All staff access training, and this includes training provided for the group as a whole, when a particular need is identified by the manager. The club is now awaiting further training in the Early Years Foundation Stage in order to develop staff confidence in recognising children's progress in the different areas of learning. There has been very good progress on the recommendations from the last inspection.

The welfare and safety of the children is important and policies, procedures and risk assessments are in place. Safeguarding checks on staff are in place and procedures comply with current legislation.

The club promotes happy, confident children as was shown by the way children chatted to staff and mixed very well with each other across the age groups. There is a wide range of good quality resources and children choose what they want to do.

Self-evaluation takes place through discussions between staff and taking parent and child suggestions into consideration. The process identifies areas to develop, but progress towards these developments is not yet effectively planned for.

The links with parents are excellent and opportunities are taken to share information regarding individual children when they are collected. Parents speak highly of the provision, 'Great' said one parent, 'my child is in reception, settled well and loves it'. Several parents spoke of being invited to join in with events such as the Caribbean feast as part of Black History Month. The club is based on the junior, infant and nursery site and links with the schools are good.

The quality and standards of the early years provision and outcomes for children

Children thoroughly enjoy their time at the club and are able to make good progress in all areas of the early years' curriculum particularly, the personal, social and emotional skills, creative and physical development. Younger children play co-operatively with each other and with older children, who learn to be sensitive to the needs of younger ones. There are many activities freely accessible and children are able to make independent choices. A 'Tots Corner' enables the younger children to have activities suitable for their age within a safe area of the room, when they choose. Children enjoyed playing instruments together and being supported to play different rhythms, others make clocks from a variety of craft resources and others choose to play handball with the older children.

The club has access to the outside spaces of the school and children enjoy the opportunities to be outside. Use of all areas is well supervised. Children's safety and well-being is taken seriously and there is a routine to ensure that children arrive safely from their schools. As a result, children are secure and settle quickly

into the daily routines. One member of staff is identified as the key worker for the younger children and is developing a greater understanding of their needs. The observation books include comments about activities children have undertaken, although these do not yet include reference to areas of learning. Adults know the children well and children know to talk to an adult if they have any worries.

Planning is in place and identifies a specific craft and physical activity for each session. These respond to children's interests as appropriate. Other activities such as board games and puzzles are available and children can select their own resources from the storage boxes.

The rules of the club are shared and discussed during 'circle time' and children behave well and with respect to adults and each other. Adults deal sensitively with any child who is troubled for any reason.

Children are encouraged to develop a healthy lifestyle through the provision of healthy snacks and drinks. Water is freely available and hygiene routines are rigorously enforced. There is plenty of opportunity for physical activity both inside and outside.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met