

# Betley After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY229502
<b>Inspection date</b>	17/02/2011
<b>Inspector</b>	Sue Rogers

<b>Setting address</b>	Betley C of E Primary School, Church Lane, Betley, Crewe, Cheshire, CW3 9AX
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<b>Type of setting</b>	Childcare on non-domestic premises

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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

Betley After School Club is one of three privately run settings. It opened in 2002 and operates from the school hall and a classroom in Betley Primary School in Crewe, Cheshire. Children have access to an enclosed outdoor area. A maximum of 24 children under eight years may attend the setting at any one time. The setting currently takes children from four years of age to eleven years. The setting is open Monday to Friday from 8.10am to 8.50am and 3.15pm to 5.30pm during school term time.

There are currently 24 children aged from four to 11 years on roll. Of these, 20 children are under eight years of age and four are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs three members of staff, all of whom hold an appropriate early years qualification. Two members of staff hold qualifications at Level 3 and one member of staff has a qualification at Level 6. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this welcoming, homely and inclusive setting. Good relationships with parents and carers ensure that children's individual needs are met well. Staff plan a range of enjoyable experiences and carry out observations and assessments for the younger children. There are effective arrangements in place to safeguard children and documentation is mostly effective in protecting their welfare. Children's individual needs are identified and addressed through good staff awareness and listening to their preferences. The measurement of the setting's effectiveness is well established and identifies strengths and areas for improvement, ensuring that the setting has good capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain from parents information about who has legal contact and parental responsibility for each child (Safeguarding and promoting children's welfare) 12/03/2011

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

- further develop partnership working between the host school and the setting so that information about each child's learning preferences is shared promoting continuity and progression for children.

## **The effectiveness of leadership and management of the early years provision**

Children are well safeguarded as all staff have good awareness of how to protect children in their care. All staff have completed relevant safeguarding training and have ready access to appropriate contact numbers, should they need to seek advice. Through readily available induction procedures and policies, parents are aware of staff's responsibilities. All adults are suitably vetted and qualified to look after children. Policies and procedures are mostly effective in protecting children's welfare and are regularly reviewed. However, the setting has not obtained information from parents about who has legal contact and parental responsibility for the child, potentially compromising their welfare. This is a breach of a legal requirement set out in the Statutory Framework for the Early Years Foundation Stage. Risk assessments are documented well, include daily check lists and are reviewed annually. Children are encouraged to assess their own risks as they play safely and consider the needs of others. A varied range of toys and equipment are suitable and safe for the needs of children that attend.

Staff are well supported in their role through regular appraisals where their training needs are monitored. They are encouraged to develop in their professional role by accessing further qualifications. A self-evaluation system to measure the effectiveness of the setting is ongoing. Staff use questionnaires and value input from parents, children and other agencies to identify areas for improvement. A well organised staff team provide children with good support, enabling them to develop and grow in confidence. A variety of cultures and traditions are acknowledged in order to develop children's positive attitudes to equality and diversity.

Staff have effective strategies in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. Staff are confident when working with other agencies, and have established good links with a range of other settings to help support the children. The setting shares some information with the school about children's progress and preferences. However, this information is incomplete, which limits staff's insight into each child's abilities. Newsletters and the parents' notice boards provide further information for parents about the club. Parents are made to feel welcome in this warm and inclusive setting where their views and their children are valued. Parents comment positively, reflecting their confidence in the care that their children receive.

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

Children are supported by well qualified and experienced staff. They enjoy a range of individually chosen activities and work well together as a group. Children's progress is observed and recorded in learning records. Staff assess their progress

against areas of learning and identify activities that further challenge their learning. Children's individuality is respected as staff listen attentively to their needs and adapt activities and the play environment according to their specific requests. Parents are well supported in their role as staff exchange information and share details of their child's progress and achievements.

Children learn about their natural environment as they enjoy supervised walks in the local area. They observe insects, plants and wildlife by searching in the hedgerows. Spontaneous play opportunities are generated by the changing seasons, such as the recent snowfall. Opportunities to play in the snow were used to help children explore textures and practise moulding and building skills. The friendly and homely atmosphere encourages children to form trusting relationships with staff and other children. They discuss aspects of their lives with each other and share their creative ideas as they make familiar shapes with coloured dough. Their problem solving skills are enhanced as they assess how much dough they need to make certain shapes and use their knowledge of shapes to roll out circles and squares. They enjoy being physically active as they use a variety of ball games outdoors and remain active during indoor activities.

Healthy eating is promoted through nutritious snacks and regular access to fresh drinking water. Children show pride when making their own snacks, which include rice crisp cakes and malt loaf. Routines that protect children against illnesses and infection, such as hand washing before snacks, allow children to take responsibility for their own health. Equality and diversity is represented well through activities and resources, which help children appreciate the needs of others. Children enjoy food tasting activities and partake in opportunities which increase their awareness of other cultures. Opportunities for children to recycle food packaging help promote their understanding of sustainability issues. Children develop their communication skills as they enjoy animated conversations with each other and include written comments and illustrations in their individual diaries. The children have a good understanding of how to keep safe and regularly practise the procedure for emergency evacuation to ensure that they know what to do in the event of a fire. Positive behaviour is promoted very well as staff act as positive role models. Children take their responsibilities seriously and accommodate the needs of others by offering suggestions during craft activities and by being kind and caring. Staff provide a calm, yet busy environment and, consequently, children are polite, kind and thoughtful towards each other.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	2

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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