

# Betley After School Club

Betley C of E Primary School, Church Lane, Betley, Crewe, Cheshire, CW3 9AX

<b>Inspection date</b>	19/03/2014
Previous inspection date	17/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff provide a good balance of adult-led activities and child-initiated play opportunities. This enables children to join in group activities, play with their friends, be active or simply relax at the end of their school day. As a result, children are happy and make informed choices appropriate to their daily individual needs.
- Children are comfortable and relaxed in this homely and friendly club. They develop secure relationships with staff and positive friendships with others. This is because staff promote kindness and respect towards one another, enhancing their emotional well-being.
- Children's safety and well-being is well-managed through robust policies and procedures in place and the vigilance of staff, ensuring that these are implemented effectively. This helps to ensure that children remain safe and secure at all times.
- Strong partnerships with parents and teaching staff in the host school ensure that each child's care and learning needs are shared daily. This ensures that children's needs are well met at all times and supports smooth transitions between the setting and school.

### It is not yet outstanding because

- Children do not always have a cosy book area available to them to provide them with a quiet space to enjoy books and to rest at the end of the school day.
- Younger children do not always have opportunities to independently serve their own food and pour their own drinks to further enhance their good self-care skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and interactions between staff and children in the main playroom.
- The inspector spoke with the manager, staff, children and a teacher from the host school during the inspection.
- The inspector looked at a range of documentation, including children's assessment records, planning and policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's self-evaluation and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and from information included in the setting's own parent survey.

## Inspector

Sharon Lea

## Full report

### Information about the setting

Betley After School Club was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Betley Primary School in the Crewe area of Cheshire and is one of three privately run settings. The club is accessible to all children aged four- to 11-years-old who attend the school. It operates from the school hall and a classroom and there is an enclosed area available for outdoor play. The club employs three members of childcare staff. All staff hold appropriate early years qualifications at level 2 or 3. The club opens Monday to Friday, during term time. Sessions are from 8.10am until 8.50am and 3.30pm until 5pm. School holiday facilities are provided at a local day nursery, run by the manager of the club. Children attend for a variety of sessions. There are currently 24 children attending, three of whom are in the early years age group. The club works in close partnership with the host school and receives support from the local authority.

### What the setting needs to do to improve further

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

- enable children to relax and freely and access a range of books, for example, by developing a cosy area with books, cushions and blankets
  
- extend younger children's independence and self-care skills, through enabling them to serve their own food and pour their own drinks at snack times.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children enjoy a variety of interesting activities and opportunities, which support and extend all areas of their learning and development. Staff provide these through weekly activity plans, which have a good balance of both adult-led activities and child-initiated play opportunities. For example, children can participate in craft activities, play games, use construction resources or play outdoors. Therefore, there is something on offer at all times for all children, whatever their age and interests. This also enables children to join in group activities, play with their friends, be active or simply relax at the end of their school day. As a result, children are happy and make informed choices appropriate to their daily individual needs. Staff provide focused activities, such as exploring road safety and link in with topics being explored at school, further extending children's learning and enabling them to share their knowledge from school. Children have good opportunities to develop skills for future learning as they access writing materials and use everyday technology in their play. Staff skilfully support children and allow them time to make their own choices and to be independent. They enhance activities chosen by children to develop their

learning through, for example, teaching counting skills by encouraging children to count the pieces of train track they have joined together. However, there is limited space for children to be quiet and relax in a comfortable area to access books and to rest at the end of the school day.

Children's communication and language is supported well through purposeful play and interactions and staff developing their thinking skills through open-ended questioning. Children have frequent opportunities to initiate conversation and take account of what others say. For example, during breakfast or afternoon tea, story sessions and discussions during play are extremely successful in encouraging children to share their ideas and thoughts. Staff also gather the views of children on what they like about the group and any suggestions they have for improvements, ensuring that they use the information to good effect by planning activities and providing resources for children linked to their interests. This ensures children are always motivated and fully involved in their play. Children build firm foundations for early literacy through their individual personal diaries, which they can use to write or draw in at every session. Staff observe children during play and use this and the information gained from their teachers in school to identify and support the next steps in their learning. Planning is in place to meet all areas of the Early Years Foundation Stage for younger children and staff also plan for those who are older. As a result, the opportunities provided and the good level of staff's teaching and support, complements and enhances children's learning at school and their progress in areas of learning, such as literacy.

Friendly relationships and effective partnerships are in place between parents and staff. Parents say that they are very happy with the provision and feel it provides their children with a friendly, family atmosphere where they can play safely at the end of a busy school day. Staff obtain initial information about children's starting points from parents during the registration and settling-in process. Parents are informed and involved in their children's learning on a daily basis. Staff talk to parents about what their children have been doing while at the club and at home and share information or messages from school at the end of the session. Observations are also shared with parents, ensuring that they are up to date with their children's progress and their identified next steps in learning. A wealth of information is available on parent noticeboards and parents particularly enjoy looking at their child's creative work, which is shared with them through display boards in the main hall.

### **The contribution of the early years provision to the well-being of children**

Children are comfortable and relaxed in this friendly club. They develop secure relationships with staff and positive friendships with others. This is because staff promote kindness and respect towards one another, enhancing their emotional well-being. Children settle in smoothly as many of them know staff from the local day nursery which they attended prior to starting school. This, alongside the initial information gained from parents about their likes and dislikes, enables their key person to provide activities they enjoy and to support their initial transition. As a result, secure relationships develop with staff, who they are happy to share their day at school with when they arrive in the club.

There are effective partnerships in place between the club and teachers at the host school. This means that children are well supported during transitions between the school, club and home. Therefore, children are happy and confident to engage in activities and conversations with others and to take full advantage of the interesting opportunities available in the club.

The environment and good quality resources, both indoors and outdoors, provide a safe place where children can independently explore, investigate and have fun. Children learn to behave very well because staff are good role models, who promote kindness and respect towards one another. There are established group rules which reinforce appropriate expectations, which children aspire to achieve. Consequently, children are polite, well-mannered and develop positive friendships with others, enhancing their social skills and emotional well-being. Staff encourage children to talk about their day at school and children enthusiastically share news about activities, such as dancing, which they take part in out of school. Staff actively encourage children to develop their independence and to do some things for themselves, such as washing their hands before snacks and putting on their coats for outdoor play. At snack times, older children serve their own food and pour their own drinks. However, younger children are served by staff, which does not fully promote their independence and self-care skills.

Snack times are relaxed, social occasions where children sit together around the table with staff to enjoy their food and each other's company. The menu provides children with opportunities to try a wide variety of foods and to make healthy choices from the range of fresh fruits and vegetables provided. Fresh drinking water is available at all times and children can independently access this to keep themselves hydrated. Children have daily opportunities for outdoor play in the large playground to support their developing understanding of how being active contributes to a healthy lifestyle. Opportunities, such as, ball games, hopscotch and other group games are popular activities. This helps to support children's physical development and also their personal, social and emotional development, as they negotiate rules and teams. Children also learn how to keep themselves safe outdoors, through awareness of the boundaries they must stay within and that gates should be closed at all times. In addition, activities where they explore road safety ensure that they are aware of how to cross roads safely when out with their parents.

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

The manager is very experienced and has a thorough knowledge of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All staff have attended safeguarding training and have a secure understanding of their role and responsibilities for protecting children from possible harm or neglect and know how to pass on concerns appropriately. The manager has recently become a member of the local safeguarding board as part of a multi-agency team of professionals, who share current practices and procedures in place to protect children. There are detailed policies and procedures in place, which are shared and understood by

all staff and parents. Thorough recruitment and induction procedures ensure that staff are suitable to work with children and are fully aware of their role and responsibilities. Entry into the building is secure and parents and visitors can enter only if permitted to do so by a staff member. Staff and children are signed in on arrival and parents sign children out when leaving, ensuring that in the case of an emergency evacuation all children and staff are accounted for. Staff complete daily safety checks of the premises and keep written risk assessments, which are regularly reviewed to ensure all hazards are minimised. Appropriate action is taken if hazards are identified; ensuring that children are kept safe and accidents are kept to a minimum. Any minor accidents which do occur are recorded in an accident book and shared with parents on arrival. Consequently, children's safety and welfare is prioritised to a high standard.

Leadership and management of the club is highly effective, resulting in a well-organised service. Staff are very experienced in childcare, working in addition at the local day nursery which is also owned and managed by the club manager. This, alongside their high levels of enthusiasm and motivation, means that staff work very well together. This creates a harmonious and happy environment where staff and children enjoy one another's company. Self-evaluation helps to identify the strengths of the provision, as well as areas for development. The management and staff team demonstrate a strong commitment to improving their service to improve outcomes for children, continually seeking new ideas for activities to keep children interested and well-motivated. Arrangements are in place to monitor the progress children are making and to identify any gaps in their development. For example, individual learning records are kept and reviewed on a regular basis. These are shared with parents and their teachers in school, in order that all those involved with the child are kept up to date with their progress. The information staff gain from their observations of children is used by them to plan an interesting programme of activities, to support the early years children in their identified next steps in learning. Staff fully recognise their responsibility to promote children's learning and development and do this effectively. Regular team meetings, one-to-one meetings and annual appraisals are in place to monitor and support staff and to promote consistency. All staff have recognised childcare qualifications and are trained in first-aid, food hygiene and safeguarding. Additional training opportunities are accessed via the local authority and include behaviour management and outdoor play, from which staff have implemented new ideas for physical activities in the school playground.

Partnerships and relationships with parents are strong. Parents highly value the range of activities provided for their children and how comfortable their children are at the club. Many parents have known the club staff for a number of years, as their children were cared for by them at the local day nursery, prior to starting at school. Parents express the high regard which they have for the club and their high levels of satisfaction with staff and the facilities. Feedback from parents is sought through daily verbal contact and annual questionnaires. This contributes to the club's ongoing self-evaluation and development. Highly effective partnerships have also been developed between the club and the host school where the club is based. Staff frequently liaise with the class teachers to share observations of the early years children and to find out about the skills which they are developing in class, such as in information technology. In addition, daily information about the child's time in the club and in school is shared between the club staff, teachers and parents, ensuring that transitions between the school, club and home are very well

supported. These excellent partnerships enable information to be shared about children's welfare and learning, ensuring a coordinated and cohesive approach to each child's learning and development needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY229502
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	872513
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Ruth Elizabeth Morris
<b>Date of previous inspection</b>	17/02/2011
<b>Telephone number</b>	01270 820286

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## Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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