

Beeches Kids Club

Beeches Road, Great Barr, Birmingham, West Midlands, B42 2PY

Inspection date	06/10/2014
Previous inspection date	25/01/2010

The quality and standards of the early years provision	This inspection:	
	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

- Children benefit from a welcoming environment. Children develop warm relationships with staff and each other, which means that they are emotionally well supported during their time at the club.
- Children take part in a wide range of activities and experiences and enjoy spending time with their friends.
- Children are safe in the setting because staff continually monitor the environment and have a good understanding of child protection procedures.
- Staff deploy themselves well to supervise and work with the children to promote their safety.

It is not yet outstanding because

- There are fewer opportunities for children to celebrate their home languages and to view and use that language in the nursery.

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 throughout the out of school club in both indoor and outdoor spaces.
- The inspector spoke with the out of school club owner, the manager and staff at appropriate times throughout the day.
- The inspector checked evidence of suitability and qualifications of staff working with children, the providers self-evaluation and improvement plan.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion.

Inspector

Jennifer Turner

Full report

Information about the setting

Beeches Kids Club has been operating since 1999 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four clubs run by a private provider. The club operates from a classroom and the main hall in Perry Beeches Primary School, situated in Great Barr, Birmingham. The club is open to children from three to 11 years of age. The club is open each weekday from 7.30am to 9am and from 3.20pm to 6pm in term time only. All children share access to an outdoor play area. 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 who speak English an additional language. The club employs five staff, all of whom hold an appropriate early years qualification.

What the setting needs to do to improve further

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

- enhance the current practice in relation to supporting children who speak English as an additional language by: celebrating the home languages of those children whose home language is different; increasing opportunities for them to view and use that language in the nursery.

Inspection judgements

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

The out of school club provides a welcoming environment where children can relax, play and have fun with their friends at the end of the school day. Children arrive happily and are warmly welcomed by staff, who know the children well. Staff regularly meet with the children during registration to talk about their day and establish what activities they would like out. This successfully encourages them to fully engage in their chosen activities. In addition, staff take opportunities to support children's mathematical development by asking children to count how many are in the group. Staff demonstrate a good understanding of how children learn, and they provide resources and support, to help children achieve well in all areas of learning and development. Staff organise the setting well and ensure children are easily able to access a broad range of toys and equipment. As a result, children are active and independent learners. Children enjoy being outdoors playing football with staff and challenging each other to see who can throw an object on the highest numbered square.

The quality of teaching to support individual children's learning is good. Activities are child-led and allow children to experience a broad range of activities and experiences. Resources, such as, paper, pens and crayons are freely accessible to encourage children to further develop their early writing, imaginative and creative skills. Staff understand that

children need time to pursue their own learning without interruption and offer a good balance of adult-led and child-initiated activities throughout the session. They have a good knowledge of the areas of learning and are mindful that during term time children have been at school all day. In consultation with the children, staff plan a range of activities to promote learning through play. This ensures that children remain interested and motivated and have fun while following their own interests. Children celebrate a range of festivals throughout the year, as staff generally show an awareness of the diversity all children bring to the club. However, there is scope to further enhance the way in which home languages are celebrated, viewed and used within the setting, to show they value linguistic diversity.

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

Children develop warm and relaxed relationships with their key person and each other and gain a sound sense of belonging in the club. They receive praise and encouragement for their efforts and achievements, and this promotes their confidence and self-esteem. Behaviour is good. Children show a mutual respect towards each other because they have ownership of the club. Staff carry out daily checks of the club room and ensure it is safe before the children arrive. Children learn to keep themselves safe through activities and daily routines. They learn about fire safety by practising a termly emergency evacuation and they take part in activities that teach them about road safety and stranger danger.

Children are free to make choices about their play and toys. Resources available are well suited to their age range and offers them fun. Toys are stored to enable children to freely access them to develop their independence. Children enjoy a healthy lifestyle through their daily physical experiences and the provision of healthy snacks. Snack time is a friendly, social occasion, where children sit together and make their own choices from the selection available. Snacks are healthy and consist of a choice of pasta with or without sauce. Children make their own pizza, using a range of health toppings. Drinks are readily available for children to access. Individual dietary requirements are well known and appropriately catered for. Children confidently manage their personal care needs, such as washing their hands after using the toilet and before eating snacks.

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

All staff who work with the children demonstrate a good knowledge and understanding of their safeguarding responsibilities. They hold relevant qualifications and Disclosure and Barring Service checks have been carried out on them to ensure they are suitable to work with children. Staff are clear about their responsibility to act upon any concerns regarding children's welfare. The safeguarding policy and procedures is in line with the Local Safeguarding Board Procedure and includes allegations made against staff and the use of mobile telephones and cameras. This results in effective procedures being implemented in the event of any concern about a child's well-being. The provision is secure, with visitors gaining access through the entrance at the front of the school site, where they sign in and

out using an electronic system. Parents collecting children after the end of the school day use an intercom monitored by the staff. This ensures only authorised persons collect children.

The team of staff work closely together and along with the owner, evaluate their practice, through informal discussions about their individual performance and how activities went. Training needs are jointly identified and attended to develop their knowledge of first aid and food safety. There are appropriate systems for the evaluation of the club. All staff contribute and use reflective practice to identify their strengths and weaknesses. They have addressed the recommendations from their last inspection. Discussions are held with children to find out if they enjoy certain activities and this information is used to gauge their interests and inform planning. Overall, there are positive relationships between parents and staff and good arrangements are in place for sharing information about children. Parents spoken to on the day of inspection state that they are happy with the care their children receive. They are aware of what children are doing at the club through discussions with staff when they collect them, as well as the work that children bring home. They state that they are happy with the care the club provides and value how much their children enjoy attending. As a result, children are often reluctant to leave to go home, showing they have a fun time.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	229116
Local authority	Birmingham
Inspection number	866419
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	68
Name of provider	Marlene Naomi Nembhard-Riggon
Date of previous inspection	25/01/2010
Telephone number	07791 630840

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Type of provision

For the purposes of this inspection the following definitions apply:

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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