

Beekeepers Club

Inspection report for early years provision

Unique reference number	321539
Inspection date	15/06/2009
Inspector	Christine Snowdon
Setting address	The Scout Hut, School Lane, York, YO10 4LS
Telephone number	07930 245216
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Type of setting	Childcare on non-domestic premises

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.

Description of the setting

Beekeepers Club was first registered in 1999 and is run by a voluntary management committee. It operates from a building owned by the local Scout group situated close to St Oswald Primary School near to York city centre. Both kitchen and toilet facilities are located within the building and the group has access to a fully enclosed outdoor area. The group is open to all children attending St Oswald Primary School.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates an after school club during term time and a holiday club during school holidays. There are currently 50 children on roll. The after school sessions operate from 15.00 to 18.00, Monday to Friday and offers care for a maximum of 24 children aged between four and a half, and twelve years. Children attend a variety of sessions each week. The holiday club operates from 08.00 to 18.00, Monday to Friday, all year round. Children attending a full day session take a packed lunch.

There are four members of staff employed to work with the children plus the manager. The manager has a recognised childcare qualification and has almost completed her level 3 play work training. Of the remaining staff two hold relevant qualifications. The club are members of the Kids Club Network.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The club provides an inclusive environment where all children are happy and enjoy attending. The shared use of the premises presents a degree of challenge to the staff who set out and pack away the resources on a daily basis. All the required policies and procedures are in place and risk assessments are generally effective. The setting has no systems in place which help them to evaluate their own practice in order to ensure continual improvement. They have started to record, assess and monitor children's progress in line with the Early Years Foundation Stage (EYFS) and this aspect is developing well. There are established partnerships with the school they serve and relationships with the parents are good.

What steps need to be taken to improve provision further?

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

- improve the general cleanliness of the playrooms and ensure all areas are clean and well maintained
- improve hygiene practices through developing children's personal hygiene with regards to handwashing before snack
- develop effective systems to monitor and assess the quality of the provision in order to ensure continual improvement.

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

- ensure appropriate steps are taken as identified in the settings risk assessment with regards to wet flooring in toilet areas, also ensure all floor coverings are safe and suitable for children's use (Suitable premises, environment and equipment).

29/06/2009

The leadership and management of the early years provision

The management and staff work well together as a team to create a stable and friendly environment. For example, they arrive early to set out the resources and equipment in readiness for the children's arrival from school. There are high staff to children ratios in place and staff deploy themselves effectively to support the children, and meet their individual needs. They are actively involved and spend their time well, playing alongside the children and joining in with their fun and games. Staff demonstrate commitment to developing their own practice through attendance at training and there has been some improvements made since the last inspection. For example, a complaints procedure is now in place and staff and visitors sign in and out. However, there are no effective systems in place which help them to identify areas for improvement or to monitor and assess the quality of their provision, in order to bring about better outcomes for children. As a result, the general cleanliness of the premises and some basic hygiene practices still remain unsatisfactory, even though they were raised as recommendations at the last inspection.

Staff have a secure understanding of safeguarding and protecting children, and there are detailed policies and procedures in place. Appropriate recruitment and vetting procedures ensure that only suitable persons are employed to work with the children. There are effective security systems in place which ensures no one enters the building uninvited. For example, the door buzzer alerts staff when parents require admittance at collection time. In addition, the closed circuit television camera covers the entrance to the setting. Written risk assessments are in place to cover the premises and all visits and outings. However, appropriate steps are not always taken to reduce risk in line with these records. For example, whilst they highlight and record the danger of slipping on wet surfaces, identified steps are not always taken by the staff to eliminate the risk. Consequently, on the day of inspection the toilet floor was very wet and a potential hazard.

There are good working relationships with the parents and staff are welcoming and friendly in their approach. They chat to parents at collection times and share information about what the children have been doing during the session. Parents receive good information about the setting and the type of activities planned and provided. The settings registration document along with Ofsted's contact details and information notices are openly displayed for parents around the setting. At inspection, parents feedback is very positive and they say how well staff have

supported their children. As a result, they have settled easily into the setting and enjoy attending.

The quality and standards of the early years provision

The club operates from property that is owned and well-used by other community groups. Whilst the main room is generally bright and reasonably decorated the smaller room is very tired looking and quite dusty. The carpet is not secured down safely as the joins are coming apart and there is a danger of tripping in the doorway. The two rooms are organised well to provide plenty of space for the children to spread out and relax on the comfortable seating, or take part in the games and table top activities. There is a good range of toys and activities that provide challenge and enjoyment for children of all ages and promote the six areas of learning. Staff set out a variety of equipment for them, leaving the large cupboards open so that children can self-select additional resources and make independent choices as to their chosen activity.

Children enjoy attending the club and enter eagerly and confidently on arrival from school. There is a very relaxed and happy atmosphere as children chat excitedly to their friends and staff throughout the session. They laugh and get quite excitable as they take part in the challenges of the various games. Whilst the clear majority of children attending are older children, those in the EYFS are sensitively supported by their key person and encouraged to settle in and make friends. They clearly enjoy being creative and spend the session actively engrossed in drawing and writing. They say they are making a magazine and concentrate very well as they draw and colour in various figures. They hold and use their pencils correctly writing the text with well-formed letters and words. They use the scissors and skilfully cut around the shape with precision as it gets smaller and smaller. Children explain they are going to add more pages and work out how they will secure them together. They confidently ask for assistance to find the end of the sticky tape and cut the different lengths to attach the sheets together. Staff promote children's mathematical development through suggesting they number the various pages of their magazine. Children eagerly show their parents what they have made and take home additional sheets to complete their magazine at home. Staff have a good understanding of children's starting points on entering the setting. They spend time with the parents and children discussing their likes, dislikes and interests. Children have their own learning folder which contains their own written comments along with the staff's observations and assessments, plus suggestions from the parents as to how the children's learning can be supported and complemented within the setting.

Children learn about dangers and how to keep themselves safe. For example, they wear high visibility vests on their journey back from school. The regular fire drills ensure they know how to evacuate the premises quickly and safely should the need arise. Children know the routine very well and many have their snack and drink on arrival. However, staff fail to promote children's awareness of personal hygiene. Consequently, children do not wash their hands before snack. This was raised as an issue at the last inspection and it is concerning that no improvements have been made. Children's behaviour is good and they follow and respect the club

rules. As a result, children take turns, share resources and treat one another and staff with respect.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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