

Broad Hinton Bee Hive Club

Inspection report for early years provision

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Inspector Rosemary Davies

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Type of setting 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

Broad Hinton Bee Hive Club first opened in May 2001. It is privately owned being one of six provisions operated by the proprietor. It operates from the Village Hall in Broad Hinton, Wiltshire and serves children attending the nearby school, a short walk away. The club is registered on the Early Years Register to provide 24 places for children aged four and five years. It also provides care for children aged up to 11 years and this provision is registered on the compulsory and voluntary parts of the Childcare Register. There are currently 32 children on roll aged from four to 11 years, of whom three are in the early years age group. The club has the use of a main hall, a meeting room, toilets and a kitchen and use of the adjacent school field as an outdoor area.

The club is open daily for after school care from 3.15pm until 5.45pm during term time. A breakfast club operates for 45 minutes before school, from 8.00am until 8.45am.

The setting employs four members of staff, of whom the manager has an appropriate qualification at Level 3 in play work. Other staff are available as supply cover from other settings in the chain; two are undertaking relevant foundation degrees.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are included and warmly welcomed at this club that meets their individual needs suitably overall. Staff work closely with parents to achieve this, which is one of the club's main strengths. Wider partnerships are less well developed and this hampers staff in providing appropriate activities that complement the school day, although, children progress suitably in their learning and development. The proprietor has a clear vision for the club's future and responds to advice from outside professionals; however, not all staff understand improvement processes, hence the club shows satisfactory capacity for improvement.

What steps need to be taken to improve provision further?

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

- further develop partnerships by gathering information about the children's school day, so as to better meet their needs when in the club
- extend staff's understanding of evaluation processes and their value in developing effective practice to improve outcomes for children
- develop a system to make children aware of the full range of activities available to them.

The effectiveness of leadership and management of the early years provision

Children's safety is of first importance to staff. The appointment process entails rigorous checks to make sure all who work or volunteer in the club are suitable to be with children. All employed staff hold relevant first aid certificates. A full range of required policies underpin the daily running of the club and staff follow stipulated procedures closely, such as checking the safety and cleanliness of the premises before children's arrival. There is no rolling review of policies, however, the record of risk assessment is updated as necessary.

The proprietor has a clear vision for the club's future. She is aware of the importance of monitoring processes and to drive improvement, has recently appointed an area manager, and applied for a capital grant to provide additional technology resources. Not all staff understand the value of evaluation processes, which slows improvements in the outcomes for children; nevertheless, stress is placed on personal development and the gaining of qualifications. Staff promote equality and diversity appropriately overall, although, there is no system to make children aware of the full range of resources available.

The views of parents and children contribute towards improved outcomes for children. For example, children are asked about the toys and resources they would like to have and effective two-way communication with parents, helps staff be well aware of children's dietary needs. Wider partnerships are less well established.

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

Children clearly enjoy their time in the club, experiencing a suitable range of activities that help them relax after the busy school day. Staff have a secure understanding of the Early Years Foundation Stage (EYFS) overall and use their knowledge to provide activities across all six required areas of learning. However, activities set out on arrival tend to be for the older children and the younger ones request what they would like. Whilst this helps individuals do things that interest them, there is no system to make them fully aware of all the resources on offer, so they do not necessarily try new things, which holds back their progress. Additionally, whilst safety arrangements work well when children are collected from school, there is no exchange of information to guide staff in providing appropriately for children's needs; for example, if children have had an afternoon of physical exercise, planning quieter activities is more appropriate and vice versa.

Children develop friendships and very good relationships with staff. They work well independently. There are clear, suitable expectations for behaviour and children in the early years age range behave well; however, some of the older children do not always provide good role models to their younger friends through treating resources inappropriately. Staff praise children's achievements to raise their self-esteem but there are no boards to display the children's work or make the room look inviting.

Children use extremely clean premises. Good procedures help prevent the spread of cross-infection, such as thorough hand washing prior to eating. The kitchen area is spotless, being cleaned professionally and checked again by staff before the session starts. Children eagerly tuck in to a freshly cooked and nutritious 'high tea', which sustains them until they go home.

Children play in safety and learn to behave in safe ways. They know they must always seek permission to go to the toilets, for example, as the club is required to leave the main access door unsecured, leaving the vestibule area open to members of the public. Staff manage this well to keep children safe but supervising this area reduces time spent at activities. Staff understand their responsibilities for child protection and know the procedures to follow should they have concerns.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	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