

# Beanstalks at Tyntesfield School

Inspection report for early years provision

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**Unique reference number** EY372786  
**Inspection date** 30/10/2008  
**Inspector** Joe Peacock

**Setting address** Tyntesfield Cp School, Alma Road, SALE, Cheshire, M33  
4HE

**Telephone number** 07891 523 892

**Email**

**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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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**

Beanstalks Out of School Club was registered in 2008. It operates from Tyntesfield County Primary School, in the Sale area of Trafford. The club has access to the main school hall and one classroom. There is outdoor play space for children's use. A maximum of 50 children may attend the club at any one time. It is registered with the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club provides before and after school care from 07.45 until 09.00 and from 15.30 until 18.00 in term time. During school holidays, the club will open from 08.00 until 18.00. The setting receives support from the local authority. There are currently 40 children on roll, of whom three children are within the Early Years Foundation Stage (EYFS). Children from another school join those from Tyntesfield after school. There are two members staff, from the team of eight staff, who hold an appropriate early years qualification.

## **Overall effectiveness of the early years provision**

Staff provide a warm and friendly welcome for children and their parents. Parents say that their children do 'hundreds of activities' and miss the club when they do not attend. The strong relationships between staff and children ensure all feel safe, secure and valued. All have equal access to the activities provided and willingly share resources, such as crayons and scissors. Beanstalks has good systems in place to promote the welfare, health and safety of children in the EYFS. However, some activities are not closely enough matched, to the needs or interests of the few EYFS children, who rely too much on the close attention of adults, to occupy them and encourage their play. There is a good choice of activities planned for each session, although some do not hold children's interest for long. The two directors manage the provision effectively and they support staff at each session, by quickly recognising where their help is most needed. They are beginning to develop more rigorous self-evaluation procedures, in order to recognise what went well and what could be improved. The expertise and knowledge of the directors and commitment of staff to provide a worthwhile experience for children of all ages, ensures that there is a good capacity to improve further.

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

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

- provide more activities which meet the needs of EYFS children more closely and make them less dependent on adults
- continue to develop the self-assessment procedures in order to identify success and highlight areas which could be improved.

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

The provision is managed efficiently and effectively. All appropriate policies, records and procedures, to ensure the safety and welfare of all children are in place and known by staff. Good procedures are in place for the recruitment, vetting and training of staff. There are two staff who are currently undergoing training, to improve their childcare qualifications. The two directors and staff with EYFS qualifications carefully plan, to ensure the health, safety and welfare of the few children in EYFS. The directors' frequent meetings with staff and good arrangements to seek parents' and children's views, are aimed at making each session more enjoyable and rewarding. Although systems for evaluating the provision are mainly informal, the managers have begun to address identified weaknesses, for example, planning better to meet the needs of EYFS children. Learning plans for each session are being developed, to ensure activities match more closely the age and ability of children attending. There are good links with other EYFS settings, which are helping to increase staff's knowledge of learning and welfare requirements. Parents are very supportive and make good use of the comments booklet, to express their appreciation of the work of the 'excellent staff'. They say that their children do not want to leave at the end of a session.

## **The quality and standards of the early years provision**

Children benefit from the warm, friendly relationships with staff and happily leave their parents at the beginning of the morning session. Staff make good use of the spacious hall, library and outdoor space, to promote children's learning and enjoyment. A good range of activities, some on tables and some on the floor, are ready for children at the start of the session and most quickly choose something to do. Planning is tailored well, to match the mood and requirements of children at the start and at the end of the day. More large apparatus is made available at the end of the day, for example and older children have the opportunity to do their homework in a quiet area. Good use is made of the outdoor space for sports coaching and team games, which are popular. Behaviour is managed sensitively and positively by staff. Children of all ages behave well and enjoy playing with their special friends. Having a member of staff to join in with board games adds to the competitiveness and interest of children. However, activities such as toy cars or colouring pencils and paper, do not hold children's interest for long. Staff are quick to support the youngest children, sitting them on their knee or reading them a story. Most are skilled in talking to children and engaging them in conversation, successfully promoting their language skills. Although there is a good range of activities, some of these such as dice games, chess and battleships, are not really suitable for the EYFS children. They enjoy joining in with some of the activities for older children, but they tend to rely on the attention from adults to keep them occupied. There is not enough provided for them, to be able to play purposefully by themselves or to enhance their learning in all areas of the early years curriculum.

Children are encouraged to follow good hygiene routines, such as washing hands before eating and there is a good supply of fruit and drinking water. Good attention is paid to children's safety, for example, when older children join others on the playground at the start of the school day, the nursery age children remain with staff until the nursery opens. Parents carefully fill in the attendance register, to comply with the very thorough security arrangements and informally exchange information

with staff, at the beginning and end of sessions. Children play sensibly and well together and respond quickly to instructions. All willingly help to tidy resources at the end of the session. Visiting sports coaches successfully encourage children to be active and team games with staff, such as elephant football, are popular. Staff, supported by visitors such as the police, ensure children learn about their personal safety. Parents from different countries regularly visit, to help raise children's awareness of the wider world.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.