

Time Out at South Milford

Inspection report for early years provision

Unique reference number EY356697
Inspection date 23/09/2009
Inspector Michele Crichton

Setting address South Milford Cp School, Sand Lane, South Milford, Leeds,
LS25 5AU
Telephone number 01977 689239
Email Julie.jackson8@sky.com
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Time Out at South Milford is privately owned and managed. It opened in 2008 and operates from a classroom, school hall, library and outdoor play area of South Milford Primary School in Leeds. The children also have some use of the school's information and communication technology (ICT) suite. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is part of the Time Out group, which has another site at Sherburn. It provides before and after school care for up to 24 children from the age of three years old up to eight years old and there are presently 44 children on roll, who attend for a variety of sessions. Currently, there are five children who are within the Early Years Foundation Stage (EYFS). The club is open from 7.30am to 9.00am and 3.00pm to 6.00pm daily during term time. There are five members of staff including the manager, who work between the sites and over half hold a relevant childcare qualification. The club supports children with special educational needs and/or disabilities and those whose for whom English is an additional language, although currently none attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Time Out at South Milford is a safe and friendly environment, where children feel welcome because staff work hard to build relationships and meet the needs of the children. Policies and procedures to safeguard children and ensure they feel included are in place although some of the documentation to reflect this is not efficiently recorded. Staff are beginning to plan for, assess and record children's development but this process and the sharing of children's learning progress with parents is a developing feature of the club. There is a satisfactory capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further children's learning profiles and share this information with parents about the progress of their child
- formalise the planning for the provision both inside and out
- ensure all of the appropriate documentation for the effective running of the club is easily accessible and organised efficiently.

The effectiveness of leadership and management of the early years provision

Parents spoke positively about the friendliness of staff, their flexibility and that 'they can't do enough to help'. The evaluation of the club's own strengths and weaknesses is in its early stages but currently shows that there are more

opportunities for senior managers to evaluate the provision and practice than other members of staff. However, their assessment of the club is sound and they correctly identify safeguarding, relationships with children and their partnership working with parents, carers and others as the club's greatest strengths. All staff have access to a range of courses and have used these opportunities to ensure the safety of the children in their care. Less training has been completed regarding the learning and development of early years children, although there are good links with school staff to share this range of information. Additionally, positive relationships exist with other external agencies ensuring children settle well, make friends and feel relaxed. All staff have positive attitudes regarding equality and diversity, which is demonstrated in their behaviour with children and in the policies, resources and procedures that are in place. Staff implement a range of measures to ensure the safety and well-being of children. For example, the procedures to ensure the safe recruitment of staff are secure and all of the required records regarding safeguarding are in place. However, documentation regarding some additional policies and practices is not systematic and does not capture the good practices observed in the club. Overall, managers provide a satisfactory level of embedding ambition and driving improvement.

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

All children largely make satisfactory progress across the six areas of learning but good progress is made by them in personal, social and emotional development. The use of observational assessments and records of progress are not used sufficiently by the staff to inform planning, both inside and outside and support the learning needs of children. Nor is this information systematically shared with parents. The planning, observation and assessment of children has been recently established in the club. Although some systems were put in place last year, these have undergone a review and staff have yet to assess the effectiveness of their practices and these new procedures.

Staff ensure that the necessary welfare requirements are in place for the good safeguarding of children. For example, first aid training has been undertaken, written permission from parents is sought before administering medication and risk assessments are carried out regularly. Staff manage children's behaviour well, fully taking into account the age range and stages of development that are present in the club. Staff effectively promote independence by enabling all children to select their own resources. Older children develop confidence, as they take their own route through the building to start their lessons at the end of the breakfast session, whilst the younger children are constantly supervised. Children's access to the outside play area is restricted during the morning session, as there is limited time available. After school, a range of resources, such as balls, quoits and skipping ropes are provided to extend children's physical development.

The extent to which children achieve and enjoy their learning, adopt healthy lifestyles and develop skills for the future is satisfactory. The children are able to make a positive contribution because they learn to take turns and cooperate with each other. Older children take responsibility for the younger ones at times,

playing and talking with them and ensuring that no one is left out of games or activities. Children say they feel safe in the club and that there are always plenty of friends for them to play with, to talk to and to feel included. The range and number of resources and activities that children play with provides them with a sound baseline for their understanding of equality and diversity. For example, jigsaws and games provides examples of different roles for adults and outfits and materials in the dressing up box reflects life in multicultural Britain.

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	3
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	2
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	3
The extent to which children make a positive contribution	2
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