

# Child Seasons Out of School and Holiday Care.

Inspection report for early years provision

---

**Unique reference number**

EY356848

**Inspection date**

21/02/2011

**Inspector**

Ingrid Szczerban

**Setting address**

Holy Rosary & St. Annes Catholic Primary School, Leopold Street, LEEDS, LS7 4AW

**Telephone number**

01132 621 287

**Email**

secretary@st-annes.leedssch.uk

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Child Seasons Out of School and Holiday Care Club was registered in 2007. It is privately owned and located in Holy Rosary and St. Anne's Catholic Primary School, in the Chapeltown area of Leeds. The out of school club operates from one room and the school hall. The school playground is available for outdoor play. The club has its own entrance from the car park and there is level access to the setting.

A maximum of 22 children may attend the out of school club at any one time. Opening times are from 8am to 9am before school, from 3pm to 6pm after school and from 8am to 6pm during school holidays. There are currently 50 children on roll aged from four to 11 years. Of these, 12 are currently within the early years age range. No children in the early years age group were present at the time of the inspection. The provision supports children with learning difficulties, disabilities and who speak English as an additional language.

The setting employs eight staff. Three of the staff have early years qualifications to Level 3. This provision is registered by Ofsted on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. The club receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

On the whole, the systems in place to promote the welfare needs of children are adequate. Children take part in a range of activities and make steady progress in all areas of learning. Relationships with parents and carers and links with external agencies are positive. Inclusive practice is promoted well and children are valued and respected as individuals. The provider assesses the effectiveness of the setting satisfactorily and takes steps to make improvements. The capacity to continuously drive improvement is demonstrated in order to ensure that outcomes for children develop positively.

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

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

- increase the frequency of fire drills, particularly in the school holidays
- improve the recording of all accidents to include the specific part of the body which is injured
- include in the safeguarding procedure that when reporting concerns about children to the social services, Ofsted must also be informed.

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

Safeguarding procedures and practices ensure that children are adequately protected on the whole. All staff have undergone appropriate checks and some are trained in safeguarding children and hold current first aid certificates. All visitors are recorded and satisfactory risk assessments are implemented. Security procedures are considered to ensure that children remain safe. For instance, the premises are locked, and parents and visitors must press a bell to be admitted after being identified through the window. Fire drills are undertaken periodically but not frequently enough during the school holidays to make sure that every child experiences one.

The rooms used by children are clean and well maintained. Suitable hygiene practices are followed by children in bathrooms and by staff when they prepare and serve food. Staff say that children wash their hands before eating and use paper towels to prevent the risk of cross-infection. Policies and procedures for the setting are generally satisfactory. All required parental permissions are kept and records of all medicines and accidents relating to children are noted. However, the accident reports do not always indicate the specific part of the body which is injured. The safeguarding procedure includes the duty to report to Ofsted any allegations which may be made about a member of staff, but this duty is not included in the section on how to report concerns about children.

Discussions with the manager confirm that staff are deployed effectively to meet the needs of children. For instance, a member of staff is always present in the hall where ball games are played. Toys, games and art and craft materials are set out for children and they can request further items from the store cupboards. All resources are of good quality, sufficiently challenging and appropriate to cover the age range for which the setting is registered.

There are suitable systems in place to evaluate the service. The leaders meet with staff to discuss the effectiveness of the setting and identify areas for improvement. Further training, for instance, in safeguarding and food safety, has been attended and the policies of the setting are reviewed. The views of parents and children are sought in questionnaires and the setting receives visits from the local authority early years department. As a result, improvements in resources and safety have been made. The children's favourite computer games have been provided and the door handle leading outside has been replaced. The documentation and the storage of confidential information has been improved by implementing fully the recommendations made at the last inspection.

The staff state they have positive relationships with parents and carers and with external agencies. A key worker system is used and discussions between them and the parents and carers take place most days. The staff say that they share children's development records with parents a couple of times a week. The notice board provides further information for parents. Links with the teachers in school are well established to compliment children's learning between the settings.

Inclusive practice is promoted well and children are valued and respected as individuals. Discussions with staff reveal that they have good knowledge of the individual personalities of children. Detailed information is gathered from parents and used to meet each child's needs, such as, dietary requirements, personal preferences and learning needs. Children are listened to and their views are valued and acted on by staff, for instance, the staff say they involve children in planning meetings for activities. The environment reflects users of the provision and a range of people in the wider world through positive images of diversity in toys and displays. The plans show that a variety of festivals are celebrated, and so children learn to understand and appreciate their own culture and those of others.

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

Observations and assessments made by the staff in development files indicate that children make steady progress. The files include children's level of achievement across the six learning areas of learning. Detailed written information is gathered from parents and children, such as, their likes and dislikes, members of their family, pets and their abilities. The key workers say they use this information to plan activities for their individual interests.

Discussions with staff show that they teach children how to remain safe. For instance, they say children know not to open the main door and not to climb on the slope in the playground in case they slip and hurt themselves. The staff state that through discussions, involvement in food preparation and themed topics on food, children are taught about healthy eating. The written menus are predominantly balanced and nutritious.

Creativity is valued by staff as children's artwork is prominently displayed. The displays and examples of artwork in the development files indicate that children engage in a variety of art and craft activities, such as, drawing, painting and role play. Healthy lifestyles are promoted as staff say that games, such as, football, badminton, tennis and basketball, are daily features of the routine, either in the hall or the school playground.

The development files demonstrate that children are involved in writing and number activities. They complete work sheets to copy letters and do lists of additions and subtractions. Staff say they play many fun games with the children to promote their understanding of numbers.

The staff say the children are well behaved and display good manners. The development files indicate that children's feelings and wishes are taken into account by the staff. For example, they colour in either a smiley, neutral or a sad face to express their thoughts about the setting. Discussions with staff and entries in the children's files show that children are helped to learn how to read phonetically. Books are freely accessible to children at all times, which the staff say they really enjoy.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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
--	-----