

# A Child's Place @ Talbot OOS Club

Inspection report for early years provision

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**Unique reference number**

512745

**Inspection date**

20/09/2011

**Inspector**

Tara Street

**Setting address**

Talbot Primary School, East Moor Road, Leeds, West  
Yorkshire, LS8 1AF

**Telephone number**

07918 632350

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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).

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**

A Child's Place @ Talbot OOS Club was registered in 1997 and is part of a chain of early years settings under the management of Candystripe Inc Limited. It operates from a demountable building in the grounds of Talbot Primary School, in the Roundhay area of Leeds. Children have access to a secure enclosed outdoor play area. A maximum of 26 children aged from three years to under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. The club is open Monday to Friday from 7.30am to 8.55am and from 3.20pm to 6pm term time only. During school holidays and training days care is offered at Candystripe Cottage at Harrogate Road. The club serves children who attend the host school and children attend for a variety of sessions.

There are currently 59 children on roll. Of these 27 are under eight years and of these seven are within the early years age range. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. Of these, four hold a qualification at level 3 in early years and playwork, one holds a qualification at level 2 in playwork. The club is a member of the '4Children' Network and receives support from the local authority.

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

Overall the quality of the provision is satisfactory.

Children enjoy friendly relationships with the staff who create a happy and inclusive environment in which children can play and learn. Staff work together well to implement a good range of activities based on children's interests. They meet children's individual developmental and learning needs well and promote most aspects of their welfare appropriately. Close partnerships with parents, carers and other early years professionals ensure relevant information is effectively shared. Whilst the club shows satisfactory capacity to improve, processes of self-evaluation are not yet fully developed. As a result some of the records required for the safe and efficient management of the provision, with regard to maintaining a record of risk assessments are not fully in place.

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

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

- maintain a record of risk assessment which clearly states when it was carried out, by whom, date of review and any action taken following a review or
- 10/10/2011

incident. (Documentation)

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

- review procedures to ensure regular evacuation drills are carried out
- improve further self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for children.

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

Children use a wide range of toys and equipment, which are safe and suitable. Risk assessments are carried out regularly and staff complete daily safety checks at the beginning of the session to ensure that the environment is suitable. However, this information is not recorded as required in the documentation requirements of the Early Years Foundation Stage framework. Staff members are appropriately qualified and deployed to provide good levels of support for the children attending. There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability. Most of the records, policies and procedures that support the club to promote positive outcomes for children are appropriately maintained. However, the club was unable to produce any evidence to show that previously routine evacuation drills have been conducted regularly enough. This impacts on the ability of the club to ensure all children are sufficiently familiar with the routine for keeping themselves safe in an emergency. Staff have a clear understanding of safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly.

The owner and manager are aware of some of the areas for improvement though the rigour and levels of monitoring and analysis are uneven. The recommendations made at the last inspection have been suitably addressed. Resources, including staff and the available accommodation are deployed well to help maximise children's development and happiness. Inclusive practice and equality policies and procedures are effectively implemented throughout the club. As a result each child's individual needs are recognised and supported.

Strong partnerships with parents, carers, the host school and other early years professionals contribute significantly to the good level of children's continuity of learning. Parents and carers are encouraged to share what they know about their child when they first start. This helps staff to have a good knowledge of each child's background and needs. A wide range of strategies are used to keep parents and carers well-informed, such as newsletters, notice boards, daily discussions and parent questionnaires. Parental feedback is positive, as they comment about the interesting activities on offer and how much their children enjoy their time at the club.

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

Children are happy and settled because relationships with staff are warm and positive. The welcoming and well-equipped environment provides children with a range of interesting opportunities. As a result, they quickly become absorbed in their self-chosen activities. Planning is securely based on the children's interests and achievements and children make good progress in their learning and development. Children develop positive attitudes towards learning because they are able to choose and combine resources so that they follow their own interests and ideas. For example, children eagerly design and build models with construction materials and experiment with a good range of collage and creative art materials. They enjoy regular opportunities to experiment and explore as they make mosaic pictures, box models, healthy eating collages and bake blueberry buns. Staff deploy themselves effectively to ensure that they are able to step in to support and extend children's learning when appropriate. As a result, children use language well to communicate, initiate conversations, describe what they are doing and organise their play.

Children enjoy playing outside with skipping ropes and bean bags and regularly participate in group games of hockey, football and tennis. They confidently use small sports equipment such as balls and hoops to practise their throwing and catching skills. Children are developing an appropriate sense of safety. They understand the safety rules because staff explain to them about hazards, such as running indoors and the possible consequences of this. The club places a good emphasis on healthy lifestyles. Children practise good procedures for their own personal hygiene, and learn to make healthy choices in what they eat through discussion and good examples set by adults. They enjoy a good variety of healthy snacks such as fresh fruit, sandwiches, crumpets, pasta, toast and noodles. Considerable care is given to ensuring children's individual dietary needs are taken into account.

Children behave well because staff ensure they understand expectations for their behaviour and use clear praise and reward systems to let them know when they do well. Children work harmoniously with others and older children enjoy helping their younger friends. They experience good opportunities to access information and communication technology to support their learning, such as a games console, calculators and a range of battery operated and programmable toys. Children's independent access to a wide range of activities and resources supports the development of their imagination and ability to solve problems. Such skills prepare children well for their future learning.

## 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	2
The effectiveness with which the setting promotes equality and diversity	2
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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