

# Mini Beast Out of School Club

Inspection report for early years provision

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**Unique reference number** EY364333  
**Inspection date** 19/10/2011  
**Inspector** Laura Hoyland

**Setting address** 10th Airedale Scout Hut, Scout Association, New Road,  
Yeadon, Leeds, LS19 7HW

**Telephone number** 07507 169478

**Email**

**Type of setting** Childcare - Non-Domestic

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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.

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

The Mini Beast Out of School Club was registered in 2007 and operates from the 10th Airedale Scout Hut in Yeadon, Leeds. The club is open on a Monday and Friday from 7.30am to 8.50am and 3.20pm to 6pm, and Tuesday, Wednesday and Thursday the club opens from 7.30am to 8.50am and 3.20pm to 5.30pm, term time only. A maximum of 32 children aged from three to eight years may attend the club at any one time. There are currently 24 children aged from three to eight years on roll. The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Children come from the local school and walk to and from the school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individuality is recognised and acknowledged by the staff who provide a safe and welcoming environment. The staff ensure children's welfare requirements are generally well met which helps children feel safe and secure in the setting. However, some aspects relating to learning and development demonstrate weaknesses resulting in children making satisfactory progress. The staff are aware of the setting's strengths and some areas for improvement, including the requirement to have robust complaints procedures. Staff identify areas for improvement and appropriately ensure they are resolved. The staff have formed positive relationships with parents.

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

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

- ensure the complaints procedure has details for contacting Ofsted and an explanation that parents can make a complaint to Ofsted if they wish (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register). 20/10/2011

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

- develop a systematic and routine approach to using observations and use assessments to plan the next steps in a child's developmental progress and regularly review this approach
- ensure snacks are healthy, balanced and nutritious.

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

Children are appropriately safeguarded and protected in the setting because staff have an understanding of their roles and responsibilities and have completed safeguarding training. All staff have had enhanced background checks which means that children are safe while in the setting. Policies and procedures are in place to safeguard children. However, they are not always robust and detailed. For instance, the complaints procedure does not detail Ofsted's address or telephone number should parents wish to make a complaint direct to Ofsted. There are effective security systems in place to ensure no-one enters the building uninvited. For example, the manager ensures she can see parents before allowing them entry. Staff complete risk assessments and use them to ensure that the premises are safe. This enables children to move freely and safely around the building and, consequently, children are suitably safeguarded.

Children have access to a range of resources and staff are aware of children's preferences when choosing activities. For instance, staff set up a Halloween activity to make finger puppets that the children had previously requested. However, observations and planning is inconsistent and doesn't take into account the individual learning and development needs of children. This means that children make satisfactory progress in their development.

The manager has taken steps to evaluate the provision and involves parents. For example, she sends out parent questionnaires and invites them to coffee mornings to discuss the setting. This has resulted in the manager organising workshops for the parents, which she hopes to develop further following positive feedback. The manager has addressed previous recommendations effectively to ensure outcomes for children improve. For example, all children wash their hands prior to having snack, which means that children are developing positive hygiene procedures.

The staff have formed positive relationships with parents and verbally share information on children's time in the setting. For example, the manager informs parents that the children have been involved in a Halloween activity during the session. This means that parents are kept informed of what their child is taking part in while in the setting. The manager has recently organised a training evening for parents on the safety of children using the internet. This means that the staff and parents are working together to safeguard children. Staff work in cooperation with the school where all children attend. They share any observations that are carried out. The club employs staff from the school. This ensures continuity of care between school and the club helping children to settle well and feel safe.

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

Children enjoy being at the club and are excited and eager to settle down and engage in the activities that have been set up. For example, children make intricate patterns with small beads and understand that they must be careful with

the small pieces. Most children understand safety rules and the behaviour that is expected. However, staff continually remind some children not to run in the setting, explaining that they may fall and hurt themselves. This shows that most children are developing an awareness of how to keep themselves safe.

Most children are developing understanding of healthy lifestyles. For example, all children wash their hands prior to sitting down for snack. However, children often need prompting by adults to wash their hands after toileting. Children enjoy socialising at snack time and sit in friendship groups. They laugh together and the atmosphere is positive. Older children support the younger children as they sit at a large table. Snacks are provided by the setting and, although enjoyed by the children, they are not sufficiently nutritionally balanced. This means that children are not developing an effective understanding of healthy eating.

Staff know the children well and support them in their play. For example, children choose jigsaws and staff give guidance to help children complete them. Children have a large range of activities and resources to choose from and most children happily self-select and play with their friends. Staff observe groups of children periodically and consequently children make adequate progress in all six areas of learning. Children have built positive relationships with each other and discuss their day at school. Children display confidence and self-esteem when talking about their favourite football teams and they use their interests in their play. For example, one child makes a model of a squirrel wearing his favourite teams colours.

The majority of children behave well in the setting as staff give clear explanations of the boundaries. As a result, children are developing respect for themselves, their peers and staff as they take turns and share resources. Children show pleasure in mark making on the whiteboard and drawing pictures of family members. This shows that children are developing self-esteem as they play in friendship groups. Children are starting to develop an understanding of roles and responsibilities. For example, all children who are still at the club towards the end of the session tidy away resources and make sure that the room is ready for the community to use. Staff praise the children for their help, which shows appreciation and builds children's confidence and self-esteem.

## 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

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### 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

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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