

Orchard Out of School Club

Thorner C of E Primary School, Kirkhills, Thorner, LEEDS, LS14 3JD

Inspection date	08/10/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children access a stimulating environment with toys and equipment that are interesting and provide enough challenge to motivate and stimulate their learning.
- Practitioners are interested in the children's well-being and constantly attend training to enhance their professional development.
- The out of school club provides a safe and secure environment for the children to explore their environment and learn new things.
- The children are included in all aspects of the provision and have a good relationship with practitioners.

It is not yet outstanding because

- Children in the early years age range are encouraged to sit amongst the older children to promote their communication skills, but miss out on opportunities to form special friendships with their peers.
- Children in the early years age range are sometimes forgotten by the older children, especially when playing ball games.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children indoors and outdoors.
- The inspector discussed the leadership and management questions with the leader.
- The inspector looked at the policy and procedures and the systems in place for safe recruitment.
- The inspector spoke to parents and took into account their views.
- The inspector looked at the arrangements for assessment and observations.
- The inspector looked at the systems in place for planning.
- The inspector looked at the new garden.

Inspector

Thecla Grant

Full Report

Information about the setting

Orchard Out of School Club registered in 2012. It is situated in the Thorner area of Leeds and operates from pre-fabricated building within the grounds of Thorner C of E Primary School. The club cares for children who attend the school. Children have access to two

large rooms with secure outdoor play areas. The setting is open each weekday during term time from 7.45am until 8.45am and from 3.15pm until 6pm. They also open in the summer holidays, two half terms and the Easter holidays.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 70 children on roll, of whom eight are in the years early years age range. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are five permanent staff members, of whom four hold relevant childcare qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- promote children's independence during meal times to help them form good relationships with their peers
- develop activities to include turn taking and sharing activities to encourage children to play with a variety of friends.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's learning is effectively supplemented through the observation and assessment process, which includes children's interests. Practitioners understand the importance for children to learn through play and encourage them to try new activities, such as scaling the 'climbing wall' to teach them to judge the risks for themselves. They have provided a stimulating environment for children to access resources which are relevant to their interests and can be moved and combined in a variety of ways. For example, children create and think critically by demonstrating their own ideas as they build large and small hammers with the construction toys. They develop their interest by using a sequence of different colours to test the knowledge of the adult on what colour comes next. The quality of teaching clearly supports children's development in the areas of learning, especially in physical development. During this time practitioners provide children with a parachute to develop opportunities to extend their imaginative play. As a result, children decide to make a tent and invite the practitioner to join them. Children also enjoy and achieve what they set out to do. For example, they build a tower with the large soft matting of different shapes and then belly flop on top of the pile.

Practitioners effectively use the information provided from settings where the children spend most of their time to guide their planning. They also successfully include parents in their children's learning by encouraging them to share their children's current interests in the 'monthly observation summary'. Observations and assessments are used very well to plan for the children's next steps. This includes monitoring the children's interests and comments from their parents and teachers.

The contribution of the early years provision to the well-being of children

The club is well resourced with a good balance of age-appropriate toys and equipment. The ambience of the setting is friendly and relaxed. As a result, children are happy and settled and they confidently access all areas of play. All children have a good relationship with the practitioners and invite them to join in their play. The older children have a caring attitude toward those in the early years age range. However, younger children are not always included with them in their outdoor games, especially when playing football. Children's behaviour show that they feel safe in the setting. They have a good understanding of safety and how to keep themselves safe in an emergency. This is because a fire safety officer is appointed and has a good understanding of her role, part of which is to arrange regular emergency practises.

Children's health is very well promoted during the session. They enjoy a nutritious tea which they help to make and this includes fresh food from the garden. Children in the early years age range enjoy helping to make sandwiches and expertly use the knife. Meal times are a social occasion where children learn table manners. However, they do not always have independence in choosing where to sit and can miss out on the opportunity to develop friendships with their peers.

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

The leader has created a welcoming safe and stimulating environment for the children to attend after school. She has a good understanding of the requirements of the Early Years Foundation Stage and her role within this. As a result, she has successfully introduced systems to oversee the educational programme. She also works closely with the school to notify teachers on how they as an out of school club complement and support the children's learning. Arrangements in place to work in partnership with parents clearly show how well they are supported within the setting. Parents are kept informed of the educational programme through emails and displays, and their views are sought through the observation system.

The leader has a comprehensive knowledge and understanding of the safeguarding and welfare requirements. All practitioners are effectively deployed to ensure children are well supported indoors and outdoors. Risk assessments are used as working documents and, as such, successfully identify risks to children indoors and outdoors. As the designated person to take the lead in child protection, the leader has made sure that all staff have attended initial training in this area. The leader is enthusiastic with regard to staff training

and this is positively promoted. Therefore, practitioners have high expectations regarding their professional development and have attended in-house training on the development bands. Effective arrangements are in place for the recruitment of staff.

The leader includes practitioners in the evaluation of the setting during team meetings and appraisals. She has also devised a development plan to monitor the provision. Therefore, clear strengths and weaknesses are identified and plans are in place to action these. For example, plans are in place to develop the outdoor area, so children can have access to outdoor play in all weathers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY445119
Local authority	Leeds
Inspection number	790640
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	32
Number of children on roll	70
Name of provider	Belinda Louise Bateson
Date of previous inspection	Not applicable
Telephone number	0113 2892541

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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