

After The Bell Out Of School Club

Pudsey Southroyd, Littlemoor Crescent, Pudsey, Leeds, West Yorkshire, LS28 8AT

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|--------------------------|------------|
| Inspection date | 21/11/2012 |
| Previous inspection date | 14/11/2011 |

| The quality and standards of the early years provision | This inspection: | 3 |
|--|-------------------------|----------|
| | Previous inspection: | 3 |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- The manager and her team of staff offer a friendly welcome to all children and their families. They recognise children as individuals and demonstrate a positive attitude to providing an inclusive environment.
- Children have opportunities to make progress and have fun as they join in a range of planned and spontaneous activities.
- Children settle quickly on arrival from school. The low-level storage of resources promotes free choice and independence well.

It is not yet good because

- The safeguarding policy and procedure does not include all the required elements in order to enhance children's well-being.
- Opportunities to drive improvement based on an analysis of the club's strengths and weaknesses are not fully implemented.
- There are few resources and activities provided to raise children's awareness of people's similarities and differences.
- There are few activities provided to enhance children's knowledge and understanding of how to be healthy and stay safe.

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 activities in the main clubroom and in the outdoor area.
- The inspector held discussions with the manager, staff and head teacher of the school.
The inspector looked at the book used to collate observations of children, evidence of the suitability of staff working in the setting, accident records and a range of policies and procedures.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector observed interactions between the children and staff.

Inspector

Cathryn Parry

Full Report

Information about the setting

After The Bell Out of School Club was registered in 2000 and is run by a committee. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is situated in premises on the site of Southroyd Junior and

Infant School, in the Pudsey area of Leeds, West Yorkshire. Disabled access is provided via a ramp and there is a disabled toilet in the building. There is a fully enclosed area available for outdoor play. The club serves families from the school and the local community.

There are currently 80 children on roll who are aged between three and eight years. Of these 12 are within the early years age range. The club also cares for children aged eight years to 11 years. The club supports children with special educational needs and/or disabilities.

The club employs nine members of child care staff. Of these, four hold a qualification at level 3 in playwork and two hold a qualification at level 2 in playwork. Two of the qualified staff also hold a qualification at level 3 as teaching assistants. The club opens Monday to Friday from 7.45am to 8.45am and from 3.15pm to 6pm during term time. During the school holidays it opens from 8am to 6pm except for a week at Christmas when it is closed. Children attend for a variety of sessions.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure a statement regarding the use of mobile phones and cameras is included in the safeguarding policy to further protect children
- improve systems for self-evaluation to identify strengths and priorities for improvement in order to continually improve the quality of provision for children.

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

- extend the range of resources and experiences offered to raise children's awareness of their similarities and differences
- develop further opportunities for children to engage in activities relating to healthy lifestyles and how to stay safe, to enhance their understanding of good health and how to manage risks.

Inspection judgements

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

The educational programmes covered in the club adequately complement those delivered in the school. Staff satisfactorily encourage children's learning and development through a range of experiences. Some activities are planned imaginatively to effectively engage children. Staff follow children's interests and topical events when planning activities. They have realistic expectations of children. They recognise the role their service provides, with regard to children relaxing and having fun after a hard day at school or during holidays.

Children's personal, social and emotional development is nurtured effectively. Staff sensitively support children as they form friendships with their peers. Consequently, they learn to play cooperatively, take turns, share and compromise. There are a few books and dolls depicting different cultures and staff celebrate some festivals with children. However, besides Chinese New Year these are mainly Christian events and there are few positive images of people with disabilities. This impacts on raising children's awareness and understanding of people's similarities and differences. Children have regular opportunities to run, use bats, balls and skipping ropes outside, as well as participating in interactive computer games inside. These enable them to practise different physical skills whilst having fun. The club is busy and often quite noisy. However, staff ensure there are times for quieter play, which ensures all children's needs are suitably met. An example of this is when a member of staff sits and reads to a couple of children on the comfortable settee and later other children watch a DVD. Children's communication skills are promoted satisfactorily as staff and children hold conversations about the activities they are participating in. During the school holidays children enjoy more opportunities to explore the living world as they look for bugs in 'the wood' situated within the school grounds. Children choose the activities they enjoy participating in and staff appropriately extend their learning whilst they have fun. This includes the adequate use of open-ended questions to encourage them to think critically and use their imaginations. Many creative experiences are provided, including making Christmas decorations, glass painting and knitting. These result in children being able to express themselves freely and foster a sense of achievement as staff praise them.

Parents have developed friendly relationships with the staff and speak highly of the club. Staff discuss with parents experiences their children have participated in at the club and pass on any messages from school. This promotes continuity of care. Parents are encouraged to be involved in the club reasonably well. Some of the staff who work in the club also work in the school, which is beneficial to settling new children into the club. The head teacher of the school demonstrates a very positive attitude to supporting staff in the club. She already ensures they receive the schools weekly newsletter, which highlights activities the club can complement and extend.

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

A key person system is in place and satisfactorily implemented. All staff know the children well and liaise with their parents to meet their individual needs. This is particularly beneficial for children with special educational needs and/or disabilities. Children demonstrate a strong sense of belonging in the secure environment. Staff talk to children about how they feel when they are changing class or moving from pre-school to reception

class. This support has a positive impact on smooth transitions for children. They encourage children to share their feelings and show empathy to others. As a result, children behave well and demonstrate kindness and concern for one another. They have developed their own club rules to promote good behaviour. This raises their awareness of the consequences of their actions and words to others.

Children practise the evacuation procedure regularly and staff remind them not to climb on furniture in case they fall. They make fruit juice and a parent who is a dentist brought toothbrushes in for the children. This raises their awareness of some safety and healthy lifestyle practices. However, although there is some related discussion, there are few other activities provided linked to staying safe and being healthy, for instance around hazards connected to fireworks and the benefits of regular exercise. This impacts on increasing children's understanding of the benefits of leading a healthy life and starting to take responsibility for their own safety and promoting the safety of others. A light tea of jam or lemon cheese sandwiches, fruit and toast is offered during term time. This ensures children are adequately nourished before they go home. During the school holidays parents provide a packed lunch. Information regarding individual dietary needs is gained when children start to attend the club. This has a positive impact on children's well-being.

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

The manager demonstrates a suitable understanding of her responsibilities within the setting. This includes adequately monitoring the planning and delivery of the educational programmes and safeguarding children. Children are safeguarded appropriately as staff demonstrate a suitable understanding of their responsibilities in the event of a concern or allegation. A wide range of policies and procedures are in place to support staff. However, the safeguarding policy does not fully comply with the Early Years Foundation Stage Safeguarding and welfare requirements, as it does not cover the use of mobile phones and cameras. Consequently, although staff know not to bring personal mobile phones and cameras into the setting, they do not always check with visitors, which impacts on children's well-being. Daily checks of the premises and outdoor areas reduce the chance of accidents occurring. The effective recruitment procedure ensures all staff are checked with regard to their suitability, qualifications and experience in order to keep children safe.

The manager adequately monitors staff performance and they have opportunities to attend various training courses to improve their knowledge. Recently this has included all staff attending first aid training, which has a positive impact on children's well-being. The manager has a secure understanding of the benefits of working with parents, other professionals and practitioners to enable children to meet their full potential.

The manager and her team of staff reflect on the service they provide. However, the self-evaluation process is not used to full effect in order to identify all strengths and priorities for improvement. This impacts on the club continually improving the quality of provision for children. Some favourable changes have been made since the last inspection, including the introduction of an assigned key person for each child. This impacts positively on

meeting their individual needs.

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

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|------------------------------------|-----------------------------------|
| Unique reference number | 320788 |
| Local authority | Leeds |
| Inspection number | 819157 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 3 - 17 |
| Total number of places | 42 |
| Number of children on roll | 105 |
| Name of provider | After The Bell Out of School Club |
| Date of previous inspection | 14/11/2011 |
| Telephone number | 0113 2564292 |

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Type of provision

For the purposes of this inspection the following definitions apply:

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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