

Child Seasons

Moor Allerton Hall Primary School, Lidgett Lane, LEEDS, LS17 6QP

Inspection date	28/02/2013
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		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

- Children's learning and development is suitably complemented through the provision of resources and activities to stimulate their interest. As a result, they remain engaged in play for a period of time.
- Children are confident and settled. This is because they know the rules and routine of the provision and are developing friendships with each other and their key person.
- Parents receive regular verbal feedback and their views are included in the evaluation of the provision. This is because, practitioners are developing a positive relationship with them.

It is not yet good because

- The number of staff deployed to supervise children during outdoor play is occasionally not sufficient to be certain that children's needs can be fully met at all times.
- Practitioners do not record children's observations, these are done visually; which sometimes hinders practitioners' reflective practice. As a result, children's interests are not always built on to maximise their learning.
- Children's ideas and what they want from the out of school club are not always expressed. This is because they are not given enough freedom to contribute to the planning or build their own ideas through play.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 play rooms and the outdoor play area.
- The inspector held meetings with the manager of the provision.
- The inspector looked at the provider's self-evaluation, planning documentation and the qualifications and suitability of the practitioners working with the children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Thecla Grant

Full Report

Information about the setting

The Child Seasons out of school club opened in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club is privately owned. It is situated in the community room, blue room, the hall and associated facilities within Moor Allerton Hall Primary school. It serves the children attending the primary school and surrounding schools. The out of school club is accessible to all children and there is a fully enclosed area available for outdoor play.

The out of school club employs three members of child care staff. Of these, all hold appropriate early years qualifications at level 2 and 3. The club opens Monday to Friday term time only. Sessions are from 7.45am until 8.45am and 3.30pm until 5.45pm. Children attend for a variety of sessions. There are currently four children attending who are in the early years age group.

What the setting needs to do to improve further

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

- enhance the way that staff are deployed in the garden during staff shortages to ensure that children's needs are met.

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

- further enhance children's independence and social interactions, by allowing them more scope to organise their play. Improve planning by developing ways for children to fully express what they want from the out of school club
- improve how observations of children are monitored, by keeping a record for practitioners to develop reflective practice to build on children's interests.

Inspection judgements

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

Children mainly learn through initiating their own play. Girls develop their creative play when they use different media, such as play dough and pretend to cook, they also develop different strategies for moulding the dough and pretend to they make 'roti'. Girls also work well together to solve the problems posed by the matching games provided for them. Boys develop their physical skills through a game of football and show high levels of energy and

coordination as they negotiate space. Boys confidently begin to make decisions on how to organise the Olympic sprinting game and exercises. However, children are occasionally restrained from developing their own ideas when practitioners support them in their play because they take the lead.

The practitioners monitor children's learning through observations and provide resources that stimulate their interests. However, these are not recorded to enable them to reflect on what children have learned and maximise their use when planning activities to support ongoing learning. Planning sometimes includes children's interest and ideas. This is done through occasional discussion with the children. However, there is room to develop more opportunities for children to express what they want from their club so that they become more involved in planning activities.

Partnerships with parents are appropriately developing. This is because parents are kept suitably informed of their children's learning through daily discussions on what their children have enjoyed during the session. Children's learning is further supported because practitioners work with the school and include their topics and part of the curriculum into their planning. This means that children's learning and development is suitably complimented.

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

Children are confident in the provision and are settled. This is because they have good relationship with practitioners, including their key person, and are developing friendships with each other. Children know the routine of the setting and quickly line up after tea so that they can play in the garden. They also know that all personal items must be put away in their locker and do so without being asked. This means that children's self-confidence is well supported. They know what behaviour is acceptable and are assertive enough to challenge their peers when they refuse to follow the rules. For example, to tidy away the toys after they have finished playing.

Children are aware of the emergency procedures and know what to do to keep safe. This is because this is regularly practised with them. Children also have a sound understanding of health and self-care. For example, they learn about healthy diets through baking and meals provided at tea-time. Children have a sound understanding of the reasons behind good hygiene practices. This means that they make sure their hands are clean before eating. Children have regular opportunities for fresh air and exercise because they use the school playground for activities such as football and skipping.

Parents provide information about their children so that practitioners care for them according to their individual needs. For example, parents share information about their children's likes, dislikes, food preferences and allergies. Children are already at school. Therefore, the key person appropriately works with the teacher and others in the school to support children's wellbeing.

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

Practitioners are vigilant in promoting safety for children. For example, they make sure the door to the provision is kept locked so intruders cannot enter. They also teach children not to open the door or the garden gate to each other's parents. Children are generally well supervised. However, the deployment of staff occasionally does not provide the best levels of supervision in the outdoor area to ensure children's needs are fully met at all times. Therefore a welfare requirement is not fully met. Practitioners have a sound understanding of the signs and symptoms of abuse and the role of the lead person. This means that children are safe and protected whilst at the out of school provision. Employment procedures are robust and ensure children receive care from suitable adults. Practitioners receive appropriate induction and supervisions are used to identify training needs to support their ongoing work with children effectively.

The manager has a clear understanding of her role in promoting the learning and development requirements. Therefore, she obtains information from teachers about the children's learning to support them in the out of school provision. The information is also shared with their key person to include it in the planning. The practitioners work well with the parents and carers to include them in them in their children's learning and care. Parent's contributions are welcomed through parent questionnaires. These are then used to improve provision made by the out of school club. For example, the introduction of a collection service from others schools is set as a target for improvement. The manager is committed to improving the provision for children in her care. She identifies ongoing areas for development and has plans in place to ensure that these are implemented effectively.

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 action. 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	EY451383
Local authority	Leeds
Inspection number	882382
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 17
Total number of places	40
Number of children on roll	18
Name of provider	Zainab Anna Shahin
Date of previous inspection	not applicable
Telephone number	07763721942

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

