

Mr C's

Harewood C of E Primary School, Harewood, Leeds, West Yorkshire, LS17 9LH

Inspection date	25/03/2013
Previous inspection date	10/12/2008

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

- Partnerships with other providers are well-established and strong. These enable staff to complement and extend the activities children take part in elsewhere, so that children's overall learning and development is enhanced.
- Staff have a good understanding of how to effectively promote children's health and safety. Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced.
- Staff have a positive relationship with children and their families and warmly welcome them into the setting. They are keen to ensure all children are included and are willing to attend specific training to effectively meet children's individual needs.

It is not yet outstanding because

- The setting does not have a cosy place to enhance opportunities for children to relax and rest quietly if they need to.
- There are fewer resources provided to raise children's awareness of similarities and differences between themselves and others.

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 school hall.
- The inspector held meetings with the deputy manager and a member of staff.
- The inspector looked at children's assessment records, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of one parent spoken to on the day.
- The inspector carried out a joint observation with the deputy manager.

Inspector

Cathryn Parry

Full Report

Information about the setting

Mr C's Out of School Club was registered in 2005. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is situated in Harewood Church of England Primary School in the village of Harewood on the outskirts of Leeds, and is privately owned and managed. The setting serves the local area and is accessible to all children. It operates from the main school hall and there is a fully enclosed area available for outdoor play.

The setting employs four members of childcare staff. Of these, two hold an early years qualification at level 3 and two have Qualified Teacher Status.

The setting opens Monday to Friday during term time. Sessions are from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 40 children attending, of whom two are in the early years age group.

What the setting needs to do to improve further

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

- develop the environment further by providing a cosy area to enhance opportunities for children to relax and rest quietly, for instance, by the provision of large cushions

- provide further resources to enhance children's awareness of the similarities and differences between themselves and others.

Inspection judgements

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

Staff demonstrate a good understanding of how to promote children's learning and development. The stimulating environment gives all children the opportunity to make expected progress towards the early learning goals. An effective induction procedure includes staff discussing children's interests and capabilities with parents. Consequently, they are able to provide experiences, which offer appropriate challenge to children and build on their current achievements. Staff effectively evaluate activities to inform future planning, which ensures children's individual needs are met well.

The way staff attentively listen to children and encourage them to recall events effectively encourages their communication and language skills. Children have access to a good

range of books, which helps them to develop a love of reading. Staff provide a variety of well-planned and spontaneous experiences to promote children's growing understanding of the natural world. Examples of these are when they explore the snow, hunt for bugs and feed the birds, including Red Kites. Staff celebrate a range of festivals with children that represent their own and other cultures, such as Christmas, Chinese New Year and Diwali. They complement these with informative discussions, for instance, around Passover and the specific foods that can be eaten by Jewish people at this time. This effectively raises children's awareness of different traditions and beliefs. However, there are fewer resources to enhance children's awareness of similarities and differences between themselves and others, for instance, a range of books and jigsaws showing positive images of different cultures and people with disabilities, to strengthen children's understanding of the wider community. Children are consistently supported in using counting and numbers well in everyday play situations, for example, when scoring for group games. This effectively promotes their mathematical skills. Children's creativity is effectively nurtured as they enjoy weaving activities, making dens and painting. Consequently, they are able to express themselves freely and use their imaginations well.

Friendly partnerships have been developed with parents. The key person assigned to their child speaks to them on a daily basis and encourages them to recognise the benefits of being actively engaged in their child's play. Children have individual files, which include observations and examples of their artwork linked to the areas of learning. These are shared with parents, which enhances their understanding of the Early Years Foundation Stage and how to continue their child's learning at home through highlighted experiences. Staff sensitively prepare children for the move from nursery to school and class to class within school. They enter into positive discussions and encourage older children to talk about their experiences. This results in a smooth transition for children.

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

Children initially visit the setting with their parents and then are offered as many short visits as necessary to help them settle in. This ensures children are well supported during the transition into the setting. The key person system is effectively implemented. Consequently, children feel a strong sense of belonging and have built secure attachments. Children are happy and confident as a result of staff's praise and support. Staff demonstrate a consistent, calm and positive attitude to managing children's behaviour. They work with parents when necessary to ensure a consistent approach is adopted. Children have developed their own club rules and have participated in activities around bullying, which encourages them to understand the consequences their words and actions have on others.

All children are given daily opportunities to participate in physical play. They have a variety of resources to use in the outdoor area, including climbing equipment, an obstacle course, bats and balls. Consequently, they regularly explore, test and develop their physical skills. The hall is large enough to enable children to participate in large physical play inside as well as for table-top activities. However, there is not a cosy space for children, for them to relax and rest quietly if they need to, after a long day at school. Staff encourage children to make their own sandwiches at tea time, including cheese, ham and jam. They also

provide a selection of fresh fruit and water or sugar free juice to drink. This has a positive impact on nurturing children's self-care skills and encouraging an understanding of how to achieve a healthy lifestyle. Children discuss with staff the importance of good personal hygiene and are becoming increasingly independent in their personal care. This has a positive impact on their overall well-being. Staff provide a range of activities to develop children's awareness of how to stay safe. These include making posters about the dangers of talking to strangers, discussing the hazards of handling fireworks and the consequences of playing with electricity. Consequently, this effectively encourages children to identify hazards and take responsibility for their own safety.

A wide range of resources are available for children to use. Staff have thought carefully about how to promote children's free choice and independence, taking into account the restraints of the hall being used by the school during the day and the limited storage facilities. They put out a selection of resources and others, which are stored in a cupboard, have been photographed and put in a book for children to freely choose from. Time and space is organised well to enable children to gain the most from the activities provided.

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

Effective systems are implemented well by the manager to monitor the setting as a whole. These include monitoring the planning and delivery of educational programmes, the consistency of assessment and the monitoring of children's progress. Staffs' current safeguarding knowledge of signs, symptoms and the procedure to follow in the case of a concern is good. Consequently, children are well protected. Children's safety is enhanced with regular risk assessments and thorough daily safety checks of the premises and outdoor area. The effective recruitment procedure ensures all staff are checked with regard to their suitability, qualifications and experience, in order to keep children safe.

The supervision of staff ensures they receive support if needed to improve their personal effectiveness. Staff attend relevant training, for instance, safeguarding and food hygiene to update their knowledge and improve practice. This is complemented with the deputy manager avidly reading publications on the internet with regard to playwork to bring new ideas into the setting.

Positive relationships with parents and carers ensure children's individual needs are met well. Staff have a secure understanding of the benefits of working with other professionals, such as speech therapists, to enable children to meet their full potential. Staff have regular contact with other practitioners where care and education is accessed in more than one setting. This has a positive impact on continuity of care and learning that children receive.

Clear priorities for improvement have been identified, including staff enhancing their knowledge further on behaviour management for older children. This enables staff to attend any specific training and gain further support to develop their practice. Along with the staff, the manager evaluates the service provided. This takes place during regular team

meetings as well as daily discussions. Feedback is gained from parents and children in a variety of ways, including questionnaires. Consequently, staff tailor the service provided to the needs of those currently attending. Many improvements have been made since the previous inspection, including the introduction of a key person system and the safeguarding policy being reviewed. These have had a positive impact on helping children to feel a strong sense of belonging and to ensuring their safety and welfare is effectively protected.

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	EY320325
Local authority	Leeds
Inspection number	878070
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	40
Name of provider	Anne Isobel Clayton
Date of previous inspection	10/12/2008
Telephone number	01132 886394

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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, 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.

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