

# Time Out at South Milford

South Milford Cp School, Sand Lane, South Milford, LEEDS, LS25 5AU

<b>Inspection date</b>	05/06/2013
Previous inspection date	23/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 enjoy attending the club. They play happily together and welcome staff's involvement in their games and activities. The warm relationships with staff help children feel secure within this well-organised environment.
- Staff have good partnerships with parents and the teachers in the school, ensuring effective support and continuity of care for the children.
- Children behave well and are involved in agreeing the club rules. Their good behaviour is acknowledged and supported by the staff, which raises children's self-esteem and confidence.
- Staff demonstrate a good knowledge and understanding of safeguarding procedures. This ensures that children's welfare is effectively protected.

### It is not yet outstanding because

- There is further scope to enhance the opportunities children have to design practical and attractive spaces around the setting, to further enhance the contributions they make to the provision.

## 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 the children and the staff in the main classroom and the outdoor play area.
- The inspector talked to the staff and the children at appropriate times throughout the inspection.
- The inspector looked at a selection of documentation, including the children's records of learning, policies and procedures, and the reporting of complaints.
- The inspector acknowledged the views of the parents through completed questionnaires.

## Inspector

Lindsay Dobson

## Full Report

### Information about the setting

Time Out at South Milford was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in South Milford Primary School in the South Milford area of Leeds, and one of two sites owned by Time Out Group. The club serves the local area and is accessible to all children. It operates from facilities within the school and children have access to the school playground for outdoor play.

The club employs five members of childcare staff, including the manager, who works between the two sites. Of these, over half hold appropriate early years qualifications at level 3. The club opens Monday to Friday during term time only. Sessions are from 7.30am until 9am and 3pm until 6pm daily. Children attend for a variety of sessions. There are currently 40 children on roll, of whom five 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:

- enhance further the opportunities provided to children to enable them to plan and design attractive and practical areas of the environment, for example, by taking care of flower beds.

## Inspection judgements

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

Staff demonstrate a very good understanding of how to promote young children's play and exploration. They employ effective teaching techniques which complement very well the work the children are doing in school, therefore, supporting them to make good progress in their learning. Observations and assessments are undertaken on all children and are reflected in the planning of activities. Children are also greatly involved in the planning, enabling them to follow their own interests and, therefore, effectively promoting their participation. Consequently, children build firm foundations, developing skills for future learning. Parents are successfully informed about their child's achievements through good information sharing. This helps them to support their learning at home.

Children are happy and confident as they eagerly move around the setting, making independent choices about what activities they would like to take part in. Children are free to move between the indoor and outdoor areas. Inside, children use their design skills as they make crowns linking to their learning about the Queen's coronation. This shows skill

as they use scissors to cut out shiny shapes to stick on their crowns, and then measure each other's heads to make sure the crowns are a good fit. This supports children to use their own ideas and design skills. However, there is scope to enhance and extend this further in the outdoor play area, for example, by enabling children to design and take care of areas, such as flowerbeds. When playing outside, children enjoy experiences that support all areas of learning, for example, as they role play picnics and barbecues. A good range of supporting equipment is available, and children lose themselves in their role within the game. One child cooks the food, while another sets out the picnic blanket and other children make ice creams. Their play is full of conversations, and this supports their communication and language skills as they chat about their favourite flavour of ice cream.

As children are busy with their chosen activities, the manager supports their developing understanding of technology as she asks some of them to use the club camera to take pictures of their friends. For example, a group of children help the staff to clean out the playhouse. They wash the resources and sweep the floor. Children are praised for their efforts and well done 'leaves' are added to the 'good behaviour tree', and the photos taken by the children are displayed on the wall in the playroom for everyone to see. Children enjoy team sports and games and happily include the staff in their play. More able children also support the younger ones as they play a throwing and catching game. This involves the children running around the circle of friends before the ball is thrown around to their space. Recognising that the younger children are not as fast at running, the more able children slow down their throwing of the ball enabling the younger children to get back to their space. This shows the warm, friendly and caring relationships the children have with each other and how they are able to adapt their play to ensure everyone is fully included.

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

The staff have a very good rapport with the children, working effectively to support them to have an enjoyable time at the end of the school day. They plan and organise the session well to give the children a wide range of play opportunities to support their learning and development. Staff ensure children's individual needs are met, for example, supporting children who just want to sit quietly and play card games equally as well as those who are very active and want to play outdoors.

Children are provided with a range of healthy snacks and they are confident in managing their own self-care. They wash their hands before eating and are provided with liquid soap and paper towels to prevent cross-infection. Children happily spread their own topping onto their waffles and pour themselves drinks of juice, which are always available to them. Children are able to munch on fruit throughout the session and understand that such foods are good for them; this is supported by posters displayed in the snack area. Children also understand that physical exercise is important as part of a healthy lifestyle and love to test their abilities as they have races, climbing across the sunken tyres in the outdoor area.

Behaviour management within the club is very good. The children and staff have close, secure relationships, and staff recognise and acknowledge their achievements. Children

have been fully involved in writing the rules of the club, and these are displayed in the setting. The reward tree is a new addition to behaviour management strategies, and the children love to see their names written on a leaf and added to the tree. Staff have also invited other professionals into the setting to talk to children about different aspects of behaviour and managing their own behaviour, further supporting the good behaviour in the club.

Staff demonstrate a good understanding of implementing measures which minimise risks to children, and they are effective in ensuring the environment is safe and secure. Children understand that they run about outside and need to tidy away the toys when they have finished, keeping the playroom safe. Regular practising of the emergency evacuation drill and road safety projects further support the children to learn about keeping safe. Children's successful transitions into the club are well supported by staff, for example, personal information is gained from parents prior to children's start date, and good links are made with their school teachers, supporting their ongoing learning.

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

All staff have completed relevant safeguarding training, and the manager is assigned as the designated officer. As a result, staff demonstrate a good knowledge and understanding of safeguarding policies and procedures. For example, they understand the importance of responding to concerns in a timely and appropriate way. There is a named person for behaviour management. This ensures that a good range of strategies are implemented and a multi-agency approach is used to support children and families where needed. Risk assessments are in place and staff complete daily checks of all areas used by the children. This enables children to move freely and securely around the setting.

The procedures in place for recruitment, induction and ongoing appraisal are secure. Staff's individual professional development is supported, which results in a highly motivated staff team who effectively meet the needs of the children in their care. The process of self-evaluation is ongoing and enables the staff team to identify their strengths and areas for further improvement. The views of the parents and the children have been included in the evaluation process. Comments received by parents are very supportive of the club and the attentive nature of the staff, while the children are keen to praise the range of activities they are able to take part in.

The strong emphasis on partnerships with parents and carers ensures that they are well informed about the club. This is supported by strong open channels of communication. Parents are kept informed about their children and their progress through both verbal and written feedback, and are welcome to spend time in the club when collecting their children at the end of the day. Partnership working with the school is also highly effective. Younger children are collected from their classrooms at the end of the day, enabling staff to catch up with their teachers and share information about children's learning. More able children make their own way to the club playroom. This close working relationship also enables the children to attend many after school sessions, such as the computer club.

### **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

<b>Unique reference number</b>	EY356697
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	921317
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Julie Jackson
<b>Date of previous inspection</b>	23/09/2009
<b>Telephone number</b>	01977 689239

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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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