

# Time Out

The Bungalow, Garden Lane, Sherburn in Elmet, LEEDS, West Yorkshire, LS25 6AS

<b>Inspection date</b>	22/04/2013
Previous inspection date	18/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
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		4

## The quality and standards of the early years provision

### This provision is inadequate

- Children are not cared for by a sufficient number of staff who hold full and relevant qualifications, which is a breach of regulation. Staff's lack of knowledge on how to promote and extend learning and development with early years children has a significant impact on the quality of support children receive.
- Children do not receive targeted support in order to promote their progress towards the early learning goals, particularly in the prime areas of learning. Activities are not always fully matched to children's individual learning needs as staff have a poor understanding of what each child can and cannot do, their knowledge and skills.
- Reasonable links are made with the school and parents, however information is not always shared consistently well, to compliment and support children's development and achievements.

### It has the following strengths

- Children behave well and children of all ages play harmoniously together in games.
- Children are cared for in a secure environment. Staff assess and minimise risks to children, especially as they walk to and from school. This enables children to be safe when attending 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 activities in the main playrooms, the outside learning environment and associated facilities.
- The inspector had meetings with the provider of the provision.
- The inspector looked at general planning documentation, evidence of suitability of staff working within the setting and sampled a range of other documentation.
- The inspector also took account of the views of parents and children spoken to on the day and information included in child and parent questionnaires.

## Inspector

Linda Filewood

## Full Report

### Information about the setting

Time Out was registered in 2000. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is privately owned and operates from a single story building in Sherburn in Elmet, Leeds. The building has three playrooms, kitchen, office and toilet facilities. There is an enclosed garden for outside play. The provision serves the local and surrounding areas and is accessible to all children.

Time Out employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 3. The club offers care for children aged four to 14 years before and after school and during school holidays. It is open from 7.30am until 8.55am and 3.15pm until 6pm, five days a week, during term time, and from 7.30am until 6pm in the holidays. 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:

- ensure sufficient staff are employed to meet the required ratio and qualification requirements as set out in the Statutory Framework for the Early Years Foundation Stage
- provide challenging experiences for children by developing knowledge and understanding of what each child can and cannot do, to effectively support their progress towards the early learning goals, particularly in the prime areas of learning
- share regular two-way information with settings in which children spend more time to complement children's learning, and with parents to ensure that they are aware of achievements in their child's development.

### Inspection judgements

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

Staff do not provide sufficient challenging experiences for children that are tailored to their individual needs, in order to help them learn and develop. This is because they do not work closely with the school children attend in order to complement their learning experiences. Additionally, the lack of qualified and trained staff to meet requirements

means that staff working with the young children do not have a secure knowledge and understanding of how to enhance activities. This significantly impacts on their ability to build on children's individual skills and capabilities. Staff are not sufficiently aware of what each child can and cannot do due to the lack of understanding of each child's stage of development. This impedes staff in planning support for children's future progress. For instance, although the majority of play is child-led, staff do not identify and build on children's interests to enhance their learning and development. For example, an activity based on children's interest in pirates results in children drawing pictures and making a treasure chest with keys to hang around their necks. However, a lack of knowledge about young children's understanding of measure means that staff are unable to purposefully extend their learning through skilful questioning in order to develop their understanding and communication skills.

Resources and equipment are well-placed to allow children safe indoor space to be active, enjoy their choice of activities or rest during the session. Children make decisions in their play and enjoy being able to move freely around the available space. This supports their independence and confidence. All children benefit from daily opportunities to play in the newly extended, secure outside play space where they can safely enjoy physical exercise. Children of all ages join together to play games and run around confidently, negotiating the space successfully during chasing games. However, staff do not knowledgeably use the opportunity to discuss the effect of exercise on their bodies. As a result, children are not supported in understanding the contribution exercise has on their good health. Children chatter happily with their peers and older friends during snack time and other activities. This supports their communication skills well as they interact with each other in group activities. Staff chat with them as they choose their snack and ask them to pass messages onto children who have yet to come to eat and drink. Young children are competent at buttering their toast and crumpets and safely use a knife. This helps develop their independence and self-esteem.

Staff warmly welcome all parents and have established positive relationships with them. Parents are pleased with the setting and comment on how well their children settle with the friendly staff. Verbal exchanges from staff provide parents with sufficient information on a daily basis regarding their child's time at the setting. However, some parents comment that they would like more information about their child's achievements while at the out of school club so that they are aware of their development there. This lack of information means that parents are unable to gain an overall understanding of their child's development. Parents are unsure about how the setting works with the school to support their child's continued learning and development, showing a lack of understanding about the support the provision offers in this area.

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

All children arrive safely from school and settle quickly on entry into their familiar registration routine with staff. Consistent routines help younger children settle and feel secure at the setting. Staff encourage children to be independent in their self-care, especially when putting their coats on for outdoor play. The provision employs two staff members who are suitably deployed to supervise the children. This allows children to

move safely and independently from area to area. However, the focus is on children deciding what to do rather than staff offering challenging new experiences to encourage children to extend their development. As a result staff are not building on what children can or cannot do as they do not continue to assess children's abilities. All equipment is easily accessible and generally in good condition. Some outdoor play equipment is being replaced as staff develop this area in order to provide children with appropriate challenge in new and interesting ways. Staff are encouraging children to help choose the equipment they would like. This helps them develop a sense of belonging and supports their decision making skills.

Staff clearly help to foster children's confidence and self-awareness. Children are polite, especially at snack time, and older children play well with younger children. For example, children play a game of tag in a mixed age group and older children respond well to the younger ones so that they can enjoy the game together. Staff join-in appropriately to make sure children play safely during the energetic game. As a result, children are satisfactorily learning to respect each other and manage risk when playing physical games. Children enjoy their snack after school in the kitchen/dining area, which creates a homely atmosphere. They successfully follow good hygiene practices, especially before eating, which help to keep them healthy. Drinks are readily available, which children pour themselves to support their independence. Staff remind children about the need to drink, especially after a physical game outside. They encourage those who are reluctant to play outside by reminding them that they need fresh air after a long day at school but they do not explain to children the importance of exercise to maintain a healthy lifestyle.

Staff work well together and make sure children are safe while they are at the provision. The provision provides a welcoming, inclusive environment. Staff have received specific training, such as in using Makaton signing, to support any children who require additional support to communicate so that their needs are met. The staff team now attend parent meetings in school for children who are starting school for the first time. This initial link supports children satisfactorily in making the additional transition to the out of school club so that they settle easily with staff who are familiar to them. However, the partnership with the school is not extended beyond this initial first meeting through ongoing discussions with children's teachers to allow staff to complement children's learning and successfully support all their needs.

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

The provider does not meet the required staff and qualification ratios for the children who use the out of school club. This means that she breaches the requirements of the Statutory Framework for the Early Years Foundation Stage and also both parts of the Childcare Register. The continued lack of success in recruiting sufficient relevantly trained and qualified staff has a significant impact on the quality of support children receive to promote their learning and development. For example, although staff play with and supervise the children they lack the knowledge of how to extend children's understanding or offer them adequate challenge to meet their needs. There are satisfactory recruitment procedures in place to ensure staff are suitable to work with children but on occasions

these have not been effective in identifying successful employees. New staff receive clear induction training so that they are aware of their roles and responsibilities in caring for children. All staff are regularly appraised to assess their ongoing suitability. They have access to a wide range of courses, such as safeguarding, food hygiene and first aid, which ensure the safety of the children. However, staff have undertaken less training in how to support and promote development with early years children. This impacts on the quality of planning and assessing children's progress while at the setting. For instance, staff do not undertake observations of children and do not plan activities specifically to support their development. Consequently, any progress in children's learning is often incidental. Additionally, staff's knowledge of children's development needs is impeded by a lack of information shared with the school children attend. This does not support continuity or complement children's learning and development.

Children play in a safe environment as staff regularly check that indoor and outdoor areas are safe for them to use. Policies and procedures which staff follow to maintain children's safety and welfare are regularly updated to reflect any changes in regulation. For example, the safeguarding policy now covers the use of mobile phones and cameras in the provision. Arrivals and departures are appropriately monitored so children are protected at all times. Parents comment that they are happy that the setting is safe and secure. Relevant information is gathered from them before children start to ensure their needs are met. Parents receive clear information about the care their children receive and notices are displayed to keep them informed. They now also receive a regular newsletter, following a suggestion from them.

The provider and staff evaluate the provision and take account of the views of parents and children, through discussion and questionnaires. Evaluation identifies areas of weakness in the provision, such as the lack of suitable staff. However, actions taken to recruit qualified and knowledgeable staff have not yet been successful in order to meet regulation and bring about improvement in the quality of support children receive to enhance their development. The action raised at the last inspection to carry out a full risk assessment for each type of outing has been addressed. This has improved the safety of children, especially when they walk to and from school.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

**To meet the requirements of the Childcare Register the provider must:**

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work and the manager has a qualification at a minimum of level 3 in a relevant area of work

(Qualifications and training) (Compulsory part of the Childcare Register)

- ensure that at least one person has successfully completed a qualification at a minimum of level 2 in an area of work relevant to childcare or training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce' (Qualifications and training)(Voluntary part of the Childcare Register).

## 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>	400224
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	819227
<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>	35
<b>Name of provider</b>	Julie Jackson
<b>Date of previous inspection</b>	18/05/2009
<b>Telephone number</b>	01977 689 239 07976 736104

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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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