

Child Seasons Out of School Club

Bracken Edge Primary School, Newton Road, LEEDS, LS7 4HE

Inspection date	26/11/2013
Previous inspection date	27/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Staff have very good relationships with the children. They are warm and sensitive to their needs, which means children feel secure in their care and play happily alongside each other.
- Children are confident and feel valued as they contribute to the planning of activities. They know how to behave and enjoy attending the club.
- Staff develop positive relationships with parents and children. Parents comment that they are pleased with the provision and the range of information provided to them.
- Children enjoy their time at the club and benefit from a good range of activities that consider their learning while they have fun. They develop good communication and language skills because staff interact effectively with them as they play.

It is not yet outstanding because

- Staff do not always make the most of opportunities in the daily routine to strengthen children's independence skills at teatime by allowing them to serve themselves.
- There is further scope to support the youngest children's early reading skills through better use of labelling, signs and symbols.

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 held discussions with the manager, staff and provider throughout the inspection.
- The inspector looked at children's records, planning documentation, evidence of staff suitability and qualifications, and a sample of written policies.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke with parents about their views on the club.
- The inspector toured the premises with the provider.

Inspector

Jane O'Callaghan

Full report

Information about the setting

Child Seasons Out of School Club was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from one large room within Bracken Edge Primary School in Leeds. Children have access to some school facilities including the enclosed outside areas. The club serves the attached school and those in the surrounding area.

The club opens five days a week from 3.15pm until 6pm during term time only. Children attend for a variety of sessions. There are currently 29 children on roll, of whom ten are in early years age range. There are currently three staff working directly with children, all of whom have an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance the youngest children's early literacy skills by extending the use of signs and labels, for example, by using a combination of words and pictures on storage boxes to show what they contain
- promote children's independence further by enabling them to take responsibility, for example, at mealtimes.

Inspection judgements

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

Children thoroughly enjoy attending the out of school club where they happily engage with their peers in a spacious and welcoming environment. Children can make choices from a broad range of resources about what they want to do. Staff supervise the children well and engage them in a good range of challenging and interesting play experiences. Therefore, children are happy to attend.

Children speak to the staff and each other with confidence. Language development is supported as they play, through sharing ideas, thoughts and opinions. Staff model good examples of language and have a secure knowledge of how children learn. Interactions between staff and children are very positive, and adults support and extend children's learning through play and respond to their individual needs appropriately. For example, when staff put the compact disc player on, the children get very excited and dance and sing along, keen to show the staff how to do the moves to the song. This effectively promotes children's physical development and self-confidence as they take the lead in the

activity.

The environment and resources are arranged effectively to support all areas of children's learning and development. For example, writing materials are readily available to enhance children's emerging writing skills as they colour and draw pictures. There are a range of fiction and non-fiction books which are easily accessible in a comfy corner. where children can relax and have some quiet time, and these help to support children's early reading skills. However, there is less effective use of signs and labels to help enhance the youngest children's growing skill in recognising simple words, such as those that describe the contents of toy boxes. Children love participating in craft activities as they stick and shake the glitter, and talk and plan with staff about how they could alter the pictures to make them into Christmas displays to take home. A selection of board games promote mathematics and encourage children of all ages to work together to solve problems. For example, children support each other in a card game involving numbers and counting, and are keen to show younger children and staff how to play the game.

Staff have a robust understanding of what the children already know and can do. The key person system ensures that the weekly planning of age-appropriate activities and the recording of developmental progress are consistent and accurate. Staff conduct regular observations and assessments of children, which means the next steps in each child's learning are effectively identified. Records show that good progress is being made towards the early learning goals, and these are shared with the parents each half term. Planning incorporates what children need to learn next and provides a balanced mix of adult-led and child-initiated activities across all areas of learning.

Partnerships with parents are good and they share two-way information daily when dropping off or picking up their children. An informative enrolment document and 'all about me' forms are completed by parents and children when they first start at the setting, and each child has a record book in which the staff record significant events. This information exchange ensures that children's individual needs are met during their time at the club.

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

Children are confident, happy and comfortable in their surroundings. Their personal, social and emotional skills develop as they play happily together and form strong friendships across all age groups. Staff are warm and sensitive to the children, who they support to feel secure in their care as they develop strong and positive relationships, and this is supported by an effective key person system. By involving children in the planning of activities and encouraging contributions to the menus, children feel valued and enjoy being part of the club.

Staff are excellent role models and, as a result, children are extremely well behaved and show great respect for their friends, the staff and their environment. Children express their thoughts about the club by stating that 'It's fun' and 'I love coming, I have fun'. Staff have developed good relationships with parents who are also very complimentary about the club. For example, one parent states 'My child is well supported' and 'The staff are

friendly, supportive and my child never wants to leave'.

Children's safety is a priority at the club. Staff are proactive in managing risk and positively encourage children to explore and play safely. The rules about why children need to sit on the chairs and not kneel on them or run around the room are clearly explained, and children listen carefully and follow instructions well. They understand the routines, rules and boundaries, which enhances their sense of safety and belonging.

Children have plenty of opportunities to develop a good understanding of a healthy lifestyle and the importance of exercise. For example, they are provided with nutritious snacks and help staff prepare the table, promoting life skills. However, there are missed opportunities to further these skills, for example, by encouraging children to help to serve their own meals and drinks. Children learn about the importance of good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children have an enhanced understanding of healthy practices through routines, such as hand washing, and are confident in managing their own needs and accessing the facilities independently. Staff encourage older children to support their peers with daily tasks. For example, showing them how to wash their hands before meals.

During the walks from school to the club, older children are buddied with a younger child to develop relationships across the ages. This fosters a sense of responsibility and prepares the younger children for transition into the child-friendly after school room.

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

The manager and staff are committed to providing a welcoming and stimulating environment for all children. There is a friendly atmosphere where the needs of the children and their happiness come first. The experienced and qualified staff team understand how children learn through play and provide a broad range of activities that support children's early learning skills to a good level. Children's safety is given high priority. The owner is the designated member of staff for safeguarding. All staff have attended child protection training, and the policies and information on display are based on the Local Safeguarding Children Board procedures. The visitors' book and strict rules regarding securing the front door and for checking the identity of visitors further ensure the children's safety. Effective risk assessments are in place and are used to identify and minimise hazards to children, both at the setting and on outings, and daily safety checks are carried out on all areas accessed by children. This helps to ensure children enjoy a safe and secure environment. The staff have addressed all of the requirements from the last inspection. For example, there is a firm policy and procedure in place about the appropriate use of mobile phones and cameras in the setting, along with clear information about who is authorised to collect children. This ensures children are protected and safeguarded within the club.

The staff have good relationships with parents and talk to them as they come to collect children. Parents have access to the policies and procedures for the safe management of the setting, with copies readily available or emailed on request. There are very informative

noticeboards around the setting where parents can see details of their children's key person, artwork and the planning of activities. Parents receive good information through regular newsletters and daily verbal feedback, and questionnaires allow them to express their opinions and any ideas for the club relating to activities for their children.

There is a robust recruitment process in place with clear roles and responsibilities in the staff employment contracts. The manager and staff team have regular meetings that ensure staff are aware of training opportunities and maintain a good level of professional development. Staff have a good understanding of the quality of the provision and monitor the educational programmes to ensure children have a broad range of experiences throughout each session. Staff and children are involved in planning an interesting range of activities and these are displayed and written by the children on their own 'organic planning board'. This ensures all children are included and feel valued within the club.

Effective self-evaluation of the setting and staff's practice ensures that priorities for improvements are identified and acted upon to enhance the care and progress of the children attending. Staff take into account the views of parents, through discussion and regular questionnaires, and listen to children. All parents spoken to during the inspection are highly complementary about the quality of care and education their children receive at the setting. The staff have good partnerships with the schools that they collect from. Staff talk daily to the children's teachers, meet with them termly to discuss children's development, and complete reports to ensure that each child's progress is monitored and the next steps in learning are identified. This ensures good continuity of care and learning and very positive communication.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY383905
Local authority	Leeds
Inspection number	902858
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 17
Total number of places	32
Number of children on roll	27
Name of provider	Zainab Anna Shahin
Date of previous inspection	27/11/2012
Telephone number	01132623335

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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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