

Child Seasons

Kerr Mackie Primary School, Gledhow Lane, LEEDS, LS8 1NE

Inspection date	06/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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's behaviour is good. This is because children have made their own rules and staff consistently reinforce boundaries within the setting.
- Staff develop positive relationships with parents and children. Parents are pleased with the provision and the range of information provided to them.
- Staff give good attention to safeguarding children. They have a good knowledge of their roles and responsibilities in this area, which means they can respond promptly to any concerns and keep children safe.
- Partnerships with the school are secure. This contributes to the strong culture of support the children receive.

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, for example, by allowing them to set the tables and serve themselves at teatime.

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 spoke with parents about their views on the club.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of staff suitability and a sample of written policies.
- The inspector held discussions with the manager and staff throughout the inspection.
- The inspector observed activities in the main play rooms.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

Child Seasons was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from one room at Kerr Mackie Primary School in Leeds. Children have access to the enclosed outside area and the use of the main school hall. The club serves the attached school.

The club opens five days a week from 3.15pm until 5.45pm Monday to Thursday and 3.15pm until 4.45pm on Friday during term time only. Children attend for a variety of sessions. There are currently 36 children on roll, of whom, seven are in early years age group. There are three staff working directly with children, all of whom have an appropriate early years qualification at level 2 and 3.

What the setting needs to do to improve further

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

- provide greater opportunities for children to develop their independence skills by involving them in routine tasks, for example, setting the table at mealtimes.

Inspection judgements

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

Children enjoy attending the out of school club where they happily engage with their peers in a safe and welcoming environment. Planning incorporates children's own ideas and staff plan activities which compliment those in school. Parents contribute by sharing information about what children like doing at home. As a result, children's individual interests are well met and a balance of adult-led and child-initiated activities are provided. Staff know the children well and confidently talk about what they like to do and the progress they have made. For example, one keyworker talked about how a child's confidence has grown since starting at the club and how she has supported her by providing activities she was interested in. Staff use photographic evidence to record what children can do and use these to plan activities that ensure children are ready for the next steps in their learning.

There is a range of activities from which to choose from which are challenging for the children attending. Activities are well planned and capture children's interests. For example, children enjoy ball tag in the hall and join in enthusiastically, whilst less energetic craft activities are accessible in the main room. Children engage well with their peers and exchange friendly greetings as they arrive. Staff give children time to chat informally about their day before tea is served. Relationships with staff are good and children confidently approach them to discuss their day, what they would like to play with

and their personal requirements. Staff support children well in their play joining in enthusiastically with energetic games, but also by interacting sensitively with quieter activities. For example, pattern pegs and board games. They support and extend children's thinking by asking appropriate open-ended questions, for example, 'How do you think we might play this game?' and 'What could we use to catch the marbles?'. There are opportunities for children to develop their mathematical skills with a good assortment of board games and for children to develop their writing skills with an assortment of pen, paper and colouring materials. Children enjoy participating in craft activities as they stick tissue paper and shake glitter to make their pictures.

Partnerships with parents are good. Staff value parents and the information they provide. They gather useful information from parents at registration and children are encouraged to complete an 'All about me' sheet which supports their key worker to meet their individual needs. Parents feel welcome in the setting and find staff approachable. They share their children's interests and achievements at home informally with staff and feel well informed about what is happening on a daily basis.

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

Children are happy and settled in the out of school club. They are collected from the on-site school by staff and confidently enter the club and greet each other and the rest of the staff warmly. This smooth transition from school to the club helps promote their well-being as they quickly immerse themselves in activities or discussions with their peers. Good use is made of daily routines to help children feel secure as they come into the club and hang their coats and bags up and put special items on top of the fridge. As a result, children feel secure in their care and are developing strong and positive relationships with the staff in the club. This is reinforced further with an effective key person system for children in the early years. Staff have positive relationships with parents which further promotes continuity in children's care. The environment is well-resourced which supports children's development. Children access a range of resources which are arranged effectively so that they can access them independently.

Children behave well because their behaviour is managed well. Staff are good role models by being polite, caring and listening carefully to children. This is further reinforced by children making their own rules for the setting and displaying them on the wall. Rules include 'be kind', 'no shouting' and 'be happy'. Children take turns and share fairly when playing games, for example, when playing badminton in the hall they patiently wait their turn to play the winner and also when playing with board games together. As a result, children are aware of the boundaries set and the behavioural expectations of the club. Children develop an awareness of keeping themselves safe and know that they have to inform a member of staff when they need to go the bathroom, when they want to go outside or into the hall. Children are aware of the emergency procedures and know what to do to keep safe. This is because this is regularly practised with them. As a result, children are aware of how to keep themselves safe in the club.

Children demonstrate an understanding of healthy practices through routines, such as

hand washing and are confident in managing their own needs and accessing the facilities independently. As a result, children learn to manage their own personal care. There are opportunities for children to develop an understanding of healthy lifestyles and the importance of exercise on their bodies, as children are given a nutritious tea and fruit to snack on. However, there are missed opportunities at this time for children to develop their independence skills, for example, by encouraging children to help set the table and serve their own meals and drinks. They are provided with opportunities to develop their physical skills and enjoy energetic play either outside or in the hall on a daily basis. Children access water to drink after running around in the hall. As a result, children eat a healthy range of foods and are developing an understanding of the effects exercise has on their bodies.

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

Staff have a good knowledge and understanding of how to promote children's learning and development. Planning is monitored to ensure that activities meet the needs and interests of the children. The staff and children discuss what they would like to do and any new resources they suggest. This is complimented further with staff considering what themes/topics there are currently being delivered in the school. The manager ensures children within the early years age group are making good progress through regular discussion and appraisals with the key person.

Staff have a good understanding of safeguarding procedures. Each staff member has attended training and the manager attends local authority network meetings to keep herself up-to-date on any changes to legislation. Staff confidently talk about safeguarding procedures and early signs of possible abuse or neglect. A safeguarding policy is in place which includes clear guidance on the use of mobile phones and cameras. A thorough recruitment procedure is in place to help the manager to verify the initial and ongoing suitability of the staff she employs. A password system ensures that only authorised persons can collect the children from the club. Staff complete effective risk assessment, which enables them to identify and address any potential hazards as they are found, to support the continued safety of the children. As a result, children's welfare and safety are promoted well.

Partnership with parents is good. When children start at the club the manager goes through the policies and procedures with parents and answers any questions or concerns they may have. A welcome pack is displayed in the room. Parents consulted during the inspection are pleased with the service the out of school club provides, feel welcome and find the staff approachable. They make positive comments about the care their children receive. They know their children are safe and happy with the staff. The out of school club also have good relationships with the school and they ensure information about children's interests, concerns and achievements is communicated effectively between them. This strong partnership ensures that children's care is consistent and their development promoted. The manager consults with staff, children and parents on ways to develop the provision further. Recent changes have included the addition of a music centre requested

by the children. There are plans in place to further develop parental contributions to the self-evaluation process by sending out questionnaires. Policies and procedures for the club are clear, well written and up-to-date. Staff use them effectively to provide a well-managed out of school club which meets the needs of the families who use it. It provides good quality care in safe premises, where children feel welcome and valued.

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	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	EY467478
Local authority	Leeds
Inspection number	928367
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	36
Name of provider	Zainab Anna Shahin
Date of previous inspection	not applicable
Telephone number	07763721942

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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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