

Hopscotch Kids Club

Yeadon Westfield Infant School, Westfield Grove, Yeadon, Leeds, LS19 7NQ

Inspection date	16/12/2013
Previous inspection date	19/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 know the individual needs and interests of children and plan a stimulating range of activities around their interests.
- Children are happy and enjoy attending this welcoming setting. They settle well and follow a familiar routine after school. This helps children to form secure attachments with staff and develop a sense of belonging.
- The manager monitors the after school club effectively and supports the staff team's professional development, which in turn benefits all children.
- Children have access to healthy snacks and physical play activities. This helps children develop a positive understanding of health and exercise.
- Staff develop good partnerships with parents and keep them well informed about all aspects of the club. They communicate well to identify children's needs and to share children's achievements after school effectively.

It is not yet outstanding because

- There is scope to make better use of children's next steps in learning to refine activities so that they are even more sharply focused to enable children to make the very best progress possible.

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 room.
- The inspector held a meeting with the manager, deputy manager and two parents.
The inspector looked at children's records, planning documentation, evidence of staff's suitability, behaviour management arrangements and a range of policies and safeguarding procedures.

Inspector

Shazaad Arshad

Full report

Information about the setting

Hopscotch Kids Club was registered in 2008 and on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It operates from a single-storey, detached annexe building on the site of Westfield Primary School in the Yeadon area of Leeds. The whole of the annexe is used for the out of school club and children have access to the school hall. There is access to outdoor play in a dedicated play area. The club serves the local area and is accessible to all children.

There are currently 64 children on roll, of whom 17 are in the early years age group. The club is open from 7.30am until 9am and 3pm until 6pm during term time, and from 7.30am until 6pm during school holidays. There are five members of staff working with the children, three of whom hold early years qualifications. Currently, the manager and a member of staff are working towards a degree.

What the setting needs to do to improve further

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

- make even better use of children's next steps in learning to refine activities so that they are even more sharply focused on enabling children to make the very best progress possible while at the club.

Inspection judgements

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

Children are progressing well in all areas of learning due to the well-planned environment for both indoor and outdoor play. Children engage in interesting and challenging experiences, deciding where to play and what with. There is a strong emphasis on child-led play, and this is highly supported through positive interaction from all staff working with children. Staff show a secure knowledge of how children learn and provide a wide range of resources that are linked to children's interests and developmental stages. Children's next steps in their learning are generally well planned for. However, there is scope to make better use of this information to refine activities so that they are even more sharply focused on these specific learning needs to ensure that children reach the very highest levels of attainment while at the club.

The attached school shares their planning for the term with the club, and this helps staff to complement children's learning and enjoyment. For example, the Christmas activity games match the class work in school. Each early years child has an 'all about me' book, which includes photographs of them at play and records the progress they make in their learning. These are shared with parents so they are aware of the progress their child has

made.

Children are keenly focused on using their imagination and creative skills. This is evident as they enthusiastically make up their own games, using the toys and equipment available. For example, they creatively colour and make their own Christmas laminated place mats. Children enjoy being creative and use resources to paint, draw and make decorative Christmas cards for their friends and family. Children readily participate in a range of art and craft activities which help to develop their creativity and imagination. Displays around the room show colourful drawings and prints which children have created. Children's communication and language is promoted well in the club. Children and staff talk together throughout the session. Staff carefully listen to children, encouraging them to share their thoughts on their school day and express their views. Children develop their knowledge and understanding of their surroundings. For example, they take part in magical treasure hunt games using torches to aid them to look for items in the outdoor spaces. These team games are used to aid children's understanding of each other and to promote understanding of anti-bullying strategies.

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

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 come first. The well-equipped club offers an inviting and stimulating play environment. A wide range of engaging and interesting activities and resources complement the broad range of interests, ages and abilities of the children who attend. Children settle swiftly in the group and keenly explore the areas of the room. They develop close friendships with their peers and are comfortable with the broad range of ages within the group. The key person system is flexible to meet children's individual needs, and parents state that their children feel at ease with the staff. The club is inclusive and all children are welcomed. Staff value children as individuals and treat them with kindness and respect. Children are very tolerant and accepting of one another's differences and personalities. This is fostered because staff carry out activities with the children based on respecting others. Children's independence skills are highly promoted and they are becoming very confident and competent. They enjoy helping at snack time and butter their own crackers and pour their own drinks. These skills help prepare them for the next stages in their learning and their transitions into, or within, school.

Children are aware of their own safety and the safety procedures in place. Staff monitor the children when moving from one area to another. The children have devised the club rules around behaviour and safety. This promotes their self-esteem and confidence. As a result, children are very well behaved and understand the reasonable boundaries of acceptable behaviour. Staff are positive role models and they achieve a good balance of being friendly with the children, while maintaining a level of respect and authority. All staff follow the positive behaviour management strategies and implement these very well. For example, staff ensure children are busy and fully engaged in the activities, which keep them purposefully occupied.

A nutritious variety of snacks are offered, along with discussions about the benefits of

healthy eating, to promote children's understanding of a good diet. Regular exercise is encouraged through exciting physical activities in the outside school play area and at local parks and play areas during the school holidays. Children are competent at managing their personal needs, such as hand washing and toileting, according to their age or stage of development. A comfortable, relaxing area enables children to rest according to their individual needs. Good quality information about children's preferred after school routines is obtained from parents.

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

Staff have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Children are effectively protected. All staff understand their responsibility to protect children from harm. Safeguarding policies and procedures are understood and effectively implemented to protect children. All staff have attended safeguarding training, and Disclosure and Barring Services clearances have been undertaken on all staff to ensure their suitability. Risk assessments are well considered and vigilantly undertaken, and staff are well deployed to ensure children's safety. Robust recruitment procedures work effectively in practice to ensure staff's suitability. There is a thorough induction process for all staff, and their performance management continues with regular supervision and appraisals. Staff have qualifications that enhance the care and learning for the children and they are offered further training to update their skills throughout the year.

All staff have a clear understanding of the learning, development and welfare requirements of the Early Years Foundation Stage. The experienced staff team have a secure knowledge of how to extend children's learning through play and provide a good range of after school activities that support their early learning skills. The manager is considering further ways to refine younger children's interest through enhancing the current assessment records. Self-evaluation is ongoing and effectively ensures any weaknesses, or areas for improvement, are promptly identified and addressed. The managers and staff meet regularly to reflect on practice and to identify and consider aspects for improvement. The recommendation raised at the previous inspection has been addressed to enhance the learning for the children. Children's opinions, ideas and requests are sought and highly valued. For example, children have contributed to writing a job description. Parents' views are obtained through regular discussions, questionnaires and emails. Any suggestions are always welcomed and are used to promote the development at the club. For example, parents' views have influenced the morning operating times.

Strong, trusting partnerships are established with parents and carers. Regular discussions are encouraged between staff and parents to ensure children's individual needs are met. Staff liaise closely with parents and with the teachers in the school to ensure that children receive any additional support required at an early stage, and to ensure continuity of care and learning. Parents comment that they are very happy with the care their children receive and how all the staff are approachable. Parents also receive information about the club, for example, as they have access to noticeboards and the club's policies and procedures. Staff liaise effectively with other agencies involved in the care of children as

the need arises. This provides continuity of their care and learning and helps the children to settle into the 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	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	EY373027
Local authority	Leeds
Inspection number	946888
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	64
Name of provider	Hopscotch Kids Club Ltd
Date of previous inspection	19/09/2013
Telephone number	07947 600494

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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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Piccadilly Gate
Store St
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M1 2WD

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