

After The Bell Out Of School Club

Pudsey Southroyd, Littlemoor Crescent, Pudsey, Leeds, West Yorkshire, LS28 8AT

Inspection date	09/01/2014
Previous inspection date	21/11/2012

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

- Staff are kind, reassuring and welcome all children warmly to the club. They listen to children's news and genuinely show interest in what they have to say, helping them to feel valued.
- Children enjoy playing outside in all weathers, where they get plenty of fresh air after their day at school. They have good opportunities to learn about a healthy lifestyle and the importance of daily exercise.
- Teaching is effective because staff know how to support children through regular conversations and build on what they know and can do. They encourage children to think through solutions for themselves so that they are active learners.
- Children's views and opinions are integral to all that happens in the club. These are used to inform planning, and therefore children are motivated and stimulated to learn.

It is not yet outstanding because

- Parents' contributions are warmly welcomed, however, there is scope to extend opportunities for information sharing so that parents are more involved with their children's learning and encouraged to support their progress at home.
- There is scope to further enhance children's independence by offering them more opportunities to develop their independence skills at snack times.

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 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 manager, both indoors and outside.

Inspector

Jane O'Callaghan

Full report

Information about the setting

After the Bell Out of School Club opened in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is committee run and operates from a large portacabin and other facilities and enclosed outdoor areas in the grounds of Southroyd Primary School. The club serves the school attached and other local schools.

The club opens five days a week from 7.40am to 8.45am and 3.15pm until 6pm during term time, and during school holidays from 8am to 6pm, except for a week at Christmas. Children attend for a variety of sessions. There are currently 102 children on roll, 16 of whom are in early years age range. There are currently eight members of staff working directly with children, all of whom have an appropriate early year qualification at level 1, 2 or 3.

What the setting needs to do to improve further

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

- extend opportunities for parents to share information about their children's experiences at home and become more involved with their child's learning
- enhance children's opportunities to develop their independence at snack times, such as through pouring their own drinks and helping to prepare food.

Inspection judgements

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

Staff have regard for the learning and development requirements of the Early Years Foundation Stage. They liaise with class teachers in a positive manner and regularly gather information displayed in the classroom about the current focus for children's learning in school. The club works extremely hard to provide a link between parents and teachers, ensuring that all information is successfully passed on. Children are encouraged to put forward their own suggestions and ideas for activities, ensuring they are very much at the heart of decision making and what they do on a day-to-day basis. This is completed through their own committee, and ideas for planning are displayed for all children to complete. This builds their strong sense of belonging as they are active participants in how the club operates. Good narrative observations of the children's play take place regularly in children's learning records. They record starting points and next steps to ensure that children's progress is identified and is linked clearly to the areas of learning, with very good communication and links with teachers. This supports the staff team in assessing

each child's progress and stage of development, and identify emerging interests, all of which feed into the planning process. The club works closely with the school, sharing information and children's planning so their learning is supported well and effectively catering for children's next steps. Parents are welcomed warmly and are informed of their children's day. However, there is further scope to offer parents greater opportunities to contribute to their child's learning through sharing experiences from home.

The quality of teaching is good as staff continually engage with children as they play, listening carefully to what they have to say. They use a good level of questioning so that children can demonstrate what they know. For example, children discuss about what different people do in the community to help us. Children then talk about how they see fire officers and police and what they do to help us. Staff respond to their enthusiasm and together they use the large selection of crayons to colour in the pictures of the emergency services and others. This promotes children's awareness of people in the community, sharing experiences of what they do and also expressive art skills. Staff ensure that activities are pitched at the right level so that they maintain children's interest while providing a suitable level of challenge. Children gain key skills for their future learning. For example, they develop good listening skills and also become effective communicators as they take part in group activities. They confidently express their views and opinions while being sensitive to those of others. They demonstrate a willingness to take turns, fostered by making paper games that the older children have completed and share with the younger ones. They are very keen to show their friends how to play with these. This promotes children's social skills.

Staff encourage children to make good use of the outdoor play areas in all weathers and seasons. They are very keen to play out in the large areas; they use their balancing skills as they climb up the traverse wall, with clear instructions from the staff how to put one foot on the clamps. This promotes children's coordination and confidence as they reach the top and then come back down, with lots of praise from staff and their friends. Playing with hula hoops and kicking balls around the large outdoor areas help to develop their understanding of space and coordination. Children construct and build with various resources, and look at the written instructions given to them by staff. Children are supported well by the staff as together they follow how to build different items from the construction shapes. Staff also sit back and let children work out how to assemble and join these themselves so that they become active learners.

Staff and children have lots of fun and enjoy their time at the club, both after school and also through the holidays, where they go on outings and learn about the environment. Children receive a good balance of adult-led and child-initiated activities across all areas of learning, where all children are involved in the organisation and running of the club.

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

Staff are warm and friendly and help all children feel included. Consequently, children are fully engaged in the activities on offer and are active participants in the club, growing in confidence as their ideas and wishes are valued and supported. They are happy and form positive relationships. For example, an effective assigned key person system, which

parents and carers are made aware of, ensures staff help children to develop their confidence. Children are happy and confident as they eagerly move around the club, making independent choices about what activities they would like to take part in. This supports their emotional well-being effectively and promotes smooth transitions for children from school and their home. In addition, children are acquiring skills, attitudes and dispositions they need at school or the next stage of learning. They make independent choices, are able to dress and undress themselves and are encouraged to care and respect each other. As a result, children feel settled and content.

Children demonstrate through their behaviour that they feel safe and secure within the club. Behaviour is good as children know and understand the rules of the setting. This provides them with consistent messages about acceptable actions. Children readily assist each other; in particular, older children support younger ones with activities and during routines. Any unwanted behaviour is calmly dealt with by staff, while positive actions are praised and encouraged. The staff are good role models and intervene when appropriate with clear explanations as to why the behaviour or comments are inappropriate. All of this means they are developing good social responsibility and a sense of self-worth. The club is proactive in working together with parents, schools and specialist agencies to help them to create individualised positive behaviour management programmes to engage and support children where required. Children learn about what is acceptable behaviour based very much on their own individual development stages and needs. Therefore, they are very effectively learning social awareness. Staff build respectful and caring relationships with all the children and their families.

Children are supported to develop a good understanding of the importance of a healthy lifestyle. They have fun taking part in vigorous play opportunities in the fresh air. For example, going for walks and making dens in the forest within the grounds, kicking footballs and going down to the school pond to learn about the environment. In addition, sports equipment is readily available and eagerly used inside each day. The balanced range of tasty food provided for snack helps children learn about how to maintain a healthy lifestyle. However, there is scope to provide greater opportunities for children to take responsibility for small tasks, such as preparing their own snacks, to further promote their independence. Children increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands after creative play and prior to eating food. Through play and routines, children are developing a good understanding of how they can keep themselves safe. For example, children know and respond to the consistent, robust safety rules for walking to the club from the schools, and they practise fire drills regularly.

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

This inspection was prioritised due to a number of concerns relating to staff suitability and the supervision of staff. Ofsted previously investigated these concerns and found the provider was not meeting a number of the legal requirements of registration. At inspection, it was found that since Ofsted's enforcement action the club have taken appropriate steps to address these concerns to ensure that children are safe and cared for

by suitable staff that are able to fulfil their roles and responsibilities. All staff have now attended safeguarding training and have a good knowledge and understanding of the signs and symptoms of abuse and the procedures to follow should they have any concerns. The manager has a good understanding of what to notify Ofsted of, risk assessment requirements and also suitability of staff and importance of them receiving regular supervisions and appraisals, which are now fully implemented. Regular reviews of all paperwork and procedures take place to ensure that welfare requirements are met. Thorough recruitment and vetting procedures, which include a detailed induction and probationary period for new staff, ensure children are protected and all staff are suitable to work with children. Systems for monitoring practice are robust and now fully implemented. Regular staff meetings and appraisals are used to review all areas of practice and to identify training and development programmes for staff. Reflective practice is in place and includes an evaluation of current practice and a clear development plan. Children's suggestions form part of the forward planning as they have their own committee which contributes to the self-evaluation procedure.

Children are well supervised as they arrive at the club from the school premises. Staff are vigilant in ensuring that no person may have access to children in their care at any time because there is efficient security in the host school. Clear risk assessments are in place to ensure safety and minimise risk. Visitors must wear a badge that identifies them. This means that staff and parents are aware of any person not connected with the provision. All improvements enforced by Ofsted have now been fully addressed. The staff and manager have addressed all recommendations raised at the previous inspection. For example there is now a mobile phone and camera policy and procedure in place, and staff and parents are fully aware of the importance of ensuring that this is implemented at all times to keep children safe.

The staff speak with class teachers regularly and also meet with the head teacher and the early years leader for the day nursery and children's centre that are also on site. This helps staff to complement the learning experiences within the school. Therefore, children's care is consistent and their development is promoted. There is evidently a good partnership with parents and school teachers to support the well-being, learning and development of children. There is a very supportive committee run by parents, and parents spoken to at the inspection were extremely positive about how well the club is run and how much the children love attending.

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	320788
Local authority	Leeds
Inspection number	946243
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	42
Number of children on roll	102
Name of provider	After The Bell Out of School Club Committee
Date of previous inspection	21/11/2012
Telephone number	0113 2564292

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

