

# Leprechauns Out of School Club

Walton Holymoorside Primary School, Holymoore Road, Holymoorside, Chesterfield, Derbyshire, S42 7DU

## Inspection date

07/03/2014

Previous inspection date

12/05/2009

## 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 have very good knowledge of child development and how children learn. They effectively provide activities that are challenging, enjoyable and complement the learning in school. As a result, children make good progress.
- Staff have developed positive relationships with parents and children, which ensures that children's emotional well-being is well supported.
- The manager and staff understand their roles and responsibilities to ensure that children are safeguarded. Staff vigilance means that children's welfare is maintained.
- The key person and staff ensure that children settle well at the club. As a result, children are happy to be at the club and quickly form close relationships with staff and other children.

### It is not yet outstanding because

- Writing materials are not always available outside, which means that children's literacy skills are not always fully promoted outside.
- In this vibrant club it is sometimes noisy and there are fewer homely places for children to sit quietly and relax after a busy day.

## **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 toured the premises.
- The inspector observed practice and interaction between staff and children during play and at snack time.
- The inspector looked at a range of documentation, including parents' written comments, policies and procedures.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector examined children's learning development records and observation, planning and assessment procedures.

## **Inspector**

Ruth Hudson

## Full report

### Information about the setting

Leprechauns Out of School Club was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Walton Holymoorside Primary School in Holymoorside and is managed by Leprechauns Ltd. The club serves the local area and is accessible to all children. It operates from rooms in the school and there is an enclosed area available for outdoor play. The club employs three permanent members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. The club opens Monday to Friday, term time only. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. There are currently 66 children attending of whom 10 are in the early years age group. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance the range of writing materials available outdoors that children can use to develop their literacy skills
- improve the environment further, for example, by developing a homely area where children sit quietly and relax after a busy day in school.

## Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and how children learn. They have a good understanding of how to promote children's development through play and exploration. The quality of teaching is good, as staff engage with children's play and they use a wide range of open-ended questions to extend children's learning. In addition, they know when to step back and allow children to develop their own ideas. This enables children to become confident active learners. Children's starting points in learning are established through a combination of discussion with the child, parents, school and staff observation of the child in their first weeks at the club. This information is used to effectively plan for children's next steps in learning, ensuring that they meet the learning needs of all children.

Children thoroughly enjoy attending the club. They have the opportunity to develop skills to support their learning because staff provide a wide range of interesting resources and activities that complement their school day. Staff provide challenging activities that sustain children's interest and cover the seven areas of learning. For example, staff read children a story, using a good range of open-ended questions to establish children's understanding

of the story before they make masks representing the main characters in the story. They then use the masks to re-enact the story consolidating children's learning. Staff are skilled in responding to children's requests for activities and offering support, enabling all children to participate. For example, when older children request a game outside staff ensured younger children know the rules of the game. As they started to play staff modelled the game and younger children quickly joined in confidently giving instructions to older children. As a result, children's social and communication and language skills are successfully developed.

Parents are well included in their children's learning and development through daily conversations with staff at the end of each session. This is further supported by a home-school-club book supporting the three-way flow of information. Children's development records are available for parents to view at any time. Parents comment on the wide range of resources that children enjoy while attending the club. Children tell their parents that they enjoy coming to the club and talk about the varied and interesting experiences, which makes learning fun. They also feel well-informed about their children's progress. This ensures that children's emotional well-being is well supported.

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

A good key person system supports children to settle well and form good relationships with staff and other children who attend the club. When children start at the club, staff obtain information from parents about their care needs and family background; this enables staff to plan for the children's individual needs well. Information is gathered by the key person through observation and discussion with children, fostering children's relationship with the key person and children feel well supported. Good relationships between staff and children ensure that children's personal, social and emotional development are well-promoted.

The learning environment is well-organised. Resources are available in the main room, including a small world area, block play, a wide range of craft resources, a writing area, a computer and a large number of games for children to select. The club have use of other areas in school if required, including the library. However, in this vibrant club it is sometimes noisy and there are few homely places for children to sit quietly and relax after a busy day. Children also have access to a large outdoor area with a variety of resources. They play football in one area while others play group games with staff. A large tray with pasta and weighing scales are available to support children's mathematical development. However, when children want to record their results they have to go inside to get paper and pencils, this means that children's literacy skills are not always fully promoted outside.

Children's good behaviour is promoted because staff are good role models and provide clear guidance to children about what is acceptable behaviour. This enables children to develop good relationships and confidently explore their environment. For example, when children use scissors to cut out their masks, staff ask children what the rules for scissors are, reminding them to sit at the table and not point the scissors at each other. Older children are able to explain the rules to younger children. When playing games outside

children are encouraged to run and play chase, staff talk about the risk supporting them to identify risk and work out ways of keeping themselves safe. Children learn about a healthy lifestyle because they are provided with a range of healthy snacks to choose from. Good hygiene practices are encouraged and children understand the importance of washing their hands after toileting and before eating. Children enjoy snack time as a social occasion where they can sit together and talk about their day. There are displays of children's work throughout the club. Photographs of them taking part in activities are prominently displayed and children proudly show their parents, talking about the activities they have done revisiting previous learning.

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

The manager ensures safeguarding is given high priority and all staff working in the club are fully aware of their responsibilities to protect children from abuse and neglect. Clear policies and procedures are in place and underpin staffs' good practice. Children are well-protected because all staff have completed safeguarding and child protection training and understand their roles and responsibilities. This ensures that all staff understand what to do if they are concerned about a child in their care. Children's well-being is assured because staff take good steps to keep children safe. The premises are secure and an effective collection procedure ensures children are only collected by a known adult. Regular risk assessments and well-maintained records of accidents, medication and attendance ensure that children are well-protected from harm. All members of staff hold relevant qualifications and they are able to undertake training courses when suitable training is identified. A robust recruitment process requires all staff to be appropriately vetted, have a Disclosure and Barring Service check in place and complete a full induction. This includes bank staff they employ, who are all employed in the nursery. This means that staff are suitable and well-qualified to work with children.

Children's learning is monitored at regular staff meetings. Children's progress is recorded in learning journals and these are used to support the planning and track children's progress. Staff meetings enable staff to evaluate the progress of the club, reflecting on their strengths and weakness. The manager has just completed a review of the club's self-evaluation and she ensures that the views of children and their parents are taken into account. The actions and recommendations from the last inspection have been successfully addressed as part of their drive for improvement.

Partnerships with parents are good and children benefit from the good relationships that staff have formed with their parents. Feedback from parents is very good. They say children settle well because staff take the time to find out what children like. They know who their child's key person is and what their role is. As a result, they are aware of who to talk to if they have any concerns about their child. Children with special educational needs and/or disabilities are well supported because there are good links with external agencies, including the schools to ensure children's needs are met.

### **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

<b>Unique reference number</b>	EY284158
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	861174
<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>	40
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Leprechauns Out Of School Club Ltd.
<b>Date of previous inspection</b>	12/05/2009
<b>Telephone number</b>	01246 208746

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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  
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