

Child Seasons

Moor Allerton Hall Primary School, Lidgett Lane, LEEDS, LS17 6QP

Inspection date	06/02/2014
Previous inspection date	28/02/2013

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

- Children enjoy attending the club. They play happily together and welcome staff's involvement in their games and activities. The warm relationship with staff helps children feel secure within this well-organised environment.
- Staff have good partnerships with parents and the teachers in the school, ensuring effective support and continuity of care for children. Staff follow the school teacher's lead with regard to supporting children to make good progress in their learning and development.
- Staff demonstrate a good knowledge and understanding of safeguarding procedures. This ensures that children's welfare is effectively protected.
- Children behave well and are involved in agreeing the club rules. Their good behaviour is acknowledged and supported by staff, which raises children's self-esteem and confidence.

It is not yet outstanding because

- There is further scope to enhance the good opportunities children have to develop their independence skills by serving 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 talked to staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of the club's documentation, including staff disclosure and barring checks, qualifications, policies and procedures and risk assessments.
- The inspector acknowledged the views of the parents, including those spoken during the inspection and written questionnaires in support of the club.
- The inspector observed children engaged in a good range of activities in the community room and the school hall.

Inspector

Lindsay Dobson

Full report

Information about the setting

Child Seasons was opened in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four out of school clubs privately owned by the same provider. It operates from the community room, blue room, the hall and other facilities within Moor Allerton Hall Primary School. There is an enclosed outdoor play area. The out of school club serves children attending the primary school and surrounding schools.

The out of school club opens Monday to Friday, term time only, from 7.45am to 8.45am and 3.30pm to 5.45pm. Children attend for a variety of sessions. There are currently 28 children on roll of which seven are in early years age range. There are currently three members of 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:

- enhance the opportunities children have to further develop their independence, by enabling them to take more responsibility at mealtimes.

Inspection judgements

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

Staff demonstrate a good understanding of how to promote children's play and exploration. They employ effective teaching methods which complement well the work children are doing in school, therefore, supporting them to make good progress in their learning. Observations and assessments are undertaken on children and are reflected in the planning of activities. Children are also involved in the planning, enabling them to follow their own interests and therefore, effectively promoting their participation and feeling of ownership. Consequently, children build firm foundations, developing skills for future learning. Parents are successfully informed about their child's achievements through good information sharing. This helps them to support their children's learning at home.

Children are happy and confident as they eagerly move around the setting, making independent choices about what activities they would like to take part in. Children are free to move between the main playroom and the school hall. In the club room children use their design skills as they decorate biscuits with icing and sprinkles. Children's concentration is well supported during this activity as they spend extended periods of time selecting and adding different colours and textures to their design. The activity is also well used to support young children's developing social skills as they learn to be patient, take

turns and work as part of a group. Children's communication, language and literacy are effectively promoted. Some children use a range of mark making resources to sketch out pictures as they make their own badges. Other children develop their letter and word recognition as they play a game with staff. They show their delight as they guess the correct word before they run out of chances. Other children choose a matching pairs game and invite staff to play with them. They thrive in the attention they receive and confidently make selections from the card game showing their enjoyment when they choose correctly by laughing and waving the cards in the air. Staff enthusiastically play along and use good quality teaching techniques to ask open-ended questions about the pictures on the cards and the number of cards children have. This supports their counting skills and also their critical thinking and sentence construction as they answer staff. Children's physical development is promoted well, along with staff recognising that burning off excess energy is important to children after a school day. They ensure that children have access to the school playground and also the school hall, where they enjoy testing their abilities as they bounce around on space hoppers, kick and throw the soft balls and learn the skills they need to play badminton.

All children are emotionally secure and they enjoy their environment, converse freely with staff and visitors and are confident and content. Older children help and support younger children, including them in their play and helping them with activities. Children enjoy developing their knowledge of information technology as they use the electronic games, showing their good skills at using the handsets on the computer games. During children's self-initiated play, staff members are focused on building and complementing what children are learning at home and at school. Staff actively engage parents to share children's prior skills, knowledge and understanding through the use of an 'all about me' booklet. Parents have opportunities to be involved in their children's time in the club through daily conversations with their children's key person as they drop off or collect them. Additional information about their children is also available for them to see in the artwork and photographs displayed around the setting.

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

Staff have a good rapport with children, working effectively to support them to have a very enjoyable time at the beginning and end of the school day. They plan and organise the session well to give children a wide range of play opportunities to support their learning and development. Staff ensure children's individual needs are met. For example, they support children who want to sit quietly and play card games equally as well as those who are very active and want to join in with physical activities in the school hall. Children are provided with a range of healthy snacks and they are confident in managing their own self-care. They wash their hands before eating and are provided with liquid soap and paper towels to prevent cross-infection. Children happily sit together as they have their tuna and toast and help themselves to bowls of orange segments that are placed for them on the table. Older children pour out drinks for their friends, which supports children's understanding of helping each other. There are, however, opportunities to further develop children's independence by enabling the early years children the chance to prepare and serve their own food and drinks. Children also understand that physical exercise is

important and have daily access to the school hall and enjoy fresh air in the school playground.

Behaviour management within the club is good. Children and staff have close, secure relationships and staff recognise and acknowledge children's achievements. Children have been fully involved in writing the rules of the club and these are displayed on the wall. Children confidently approach staff if they are worried or have a problem. Staff listen to them and work with children to enable them to settle their own conflicts. Good behaviour is further supported by the staff team, who reiterate consistent boundaries to ensure that all children enjoy their time at the club. A high emphasis is put on children showing care, concern and respect for each other and this was clearly observed throughout the inspection. More able children seek to support the younger ones in all routine tasks.

Staff demonstrate a good understanding of implementing measures which minimise risks to children and they are effective in ensuring the environment is safe and secure. Children understand that they run about in the school hall and when outside. They learn to keep the main play area tidy and help to tidy away the toys when they have finished to further keep the playroom safe. Regular practicing of the emergency evacuation drill and talking about road safety further supports children to learn about keeping themselves safe. Children's successful transitions into the club are well supported by staff. For example, staff gather personal information from parents prior to children's start date and good links are made with the foundation unit teachers, which supports children's ongoing learning.

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

The owner and staff team work well together ensuring the requirements of the Early Years Foundation Stage are met successfully. The recruitment and vetting of any new staff is robust, which ensures their suitability to work with children is fully explored. All staff complete training in safeguarding children and as a result, they are confident in their understanding of child protection issues. There is a detailed safeguarding policy and this is fully understood by staff and shared with parents. Thorough risk assessments are carried out on all areas of the premises and the outdoor area and effective action is taken to minimise any hazards. These are regularly reviewed and improved. This means children's safety and well-being is promoted effectively. The supervision and security of children is given a high priority and there are good systems in place to ensure children are collected by only known adults. The external club door is fully monitored and opened only by staff. New staff go through a thorough induction procedure to ensure they know how the service operates. The owner and manager effectively monitor the performance of all staff on an ongoing basis. This includes regular supervision sessions and annual appraisals. Staff's individual skills are recognised and they are encouraged to use these to benefit the club and effectively promote children's care and learning. Space is well utilised for the out of school club children. They use the community room within the school and this also has an adjacent smaller room, which is dedicated for the early years children. There is also daily use of the school hall providing additional space for children and supporting their physical development well as they use this area to play team games.

Good attention is paid to monitoring the quality of the service. For instance, children's learning and development is observed to ensure that all areas are supported and provided for effectively. Parents are asked to complete an annual questionnaire and their replies are collated and action taken to implement any necessary changes. Children are questioned to find out their thoughts and ideas for the future ensuring they feel fully included in the life of the setting. Staff have many opportunities to share their thoughts through daily ongoing discussions and planned meetings. The owner uses all this information to add to and update the previously completed self-evaluation document. This enables her to identify a clear development plan showing how the service will move forward. The action and recommendations for improvement raised at the last inspection have been fully met. Staff deployment has been addressed and improved to ensure that children are fully supported and well supervised at all times. Children are given more independent choice about the activities they want to play with and they are heavily involved in organic planning each week. Also, staff have improved the way they record children's observations and they ensure that planning follows children's individual interests. As a result, children's safety is enhanced, play opportunities are closely linked to children's interests and the opportunities for their learning in the club now complement those of the host school. This means the club's capacity for continuous improvement is good.

Partnerships with parents work well in practice, they are kept well-informed about the service in a number of effective ways, including detailed noticeboards. Daily discussion also provides good two-way communication. Parents are united in their praise for the club. They state that staff know their children very well and provide a good range of activities that meet and develop their interests. They also comment that their children look forward to attending each day and can be reluctant to go home at the end of the day due to the fun they are having. Staff work effectively in partnership with the host school. They have ongoing discussion with the foundation unit teachers regarding what aspects of children's learning are being focused on. Staff then plan how these can be complemented through the fun activities they offer in the club. Consequently, a shared approach to children's learning is promoted.

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	EY451383
Local authority	Leeds
Inspection number	953080
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	28
Name of provider	Zainab Anna Shahin
Date of previous inspection	28/02/2013
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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