

# Time Out

The Bungalow, Garden Lane, Sherburn in Elmet, LEEDS, West Yorkshire, LS25 6AS

<b>Inspection date</b>	26/03/2014
Previous inspection date	22/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 receive good levels of care from a strong staff team, who build strong bonds with them. This results in children, who are secure, happy and confident to express themselves. Good quality teaching supports children's progress so they achieve to the best of their ability.
- Children are safeguarded and can play freely, because staff understand and implement a comprehensive range of policies, procedures and risk assessments.
- There are strong links with the school and staff regularly share information with them and parents about children's progress. As a result, a collaborative approach to learning is supported.
- Good behaviour is effectively promoted by staff, who provide clear and consistent boundaries. Consequently, children behave well and show they feel safe in the environment.

### **It is not yet outstanding because**

- There is scope to enhance further the use of the newly extended garden to fully support children's very good outdoor learning experiences.

## 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 the children engaged in activities in the playrooms and the outdoor play area.
- The inspector talked to the staff and the children at appropriate times throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector acknowledged the views of the parents through written statements and those spoken to at the inspection.

## Inspector

Lindsay Dobson

## Full report

### Information about the setting

Time Out was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two out of school clubs privately owned by the same provider. It operates from a single-storey building in Sherburn in Elmet, Leeds. The building has three playrooms, a kitchen, office and toilet facilities and there is an enclosed garden for outdoor play. The provision serves the local and surrounding areas and is accessible to all children. Time Out opens from 7.30am to 8.55am and 3.15pm to 6pm each week day during term-time and from 7.30 until 6pm during school holidays. Children attend for a variety of sessions. There are currently 27 children on roll of which seven are in early years age range. There are currently seven staff employed across both settings and there is always a minimum of two staff working directly with children, both 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 further the use of the extended garden area to support children's outdoor experiences and cover all areas of learning.

### Inspection judgements

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

Time Out provides a welcoming environment for the children who attend. There is a good balance of activities that allow children to choose whether they want to run off energy outside, play imaginatively with friends or relax with a book. The staff team have a good understanding of how to support children's learning and development and as a result, they plan a varied range of activities that interest and challenge the children. They know the children well and provide a mixture of freely accessible resources and planned activities that offer children new experiences. For example, children enjoy the familiar card and board games and wheeled toys outside but benefit from opportunities to bake, build dens and develop their creativity. The range of resources allow children to continue their learning from school in a relaxed and unpressurised environment and staff use their good quality teaching skills to support them. Staff use effective strategies to work with children and think through how to create and design their pictures. Children practise their fine motor skills at the craft activity as they make a gift for mother's day. They develop their use of scissors and glue spreaders and their design skills are supported. Children decide on the colours of the flower petals and the pens they use to write on them as they add their own personal messages to their mums. As a result, children's learning is reinforced and staff's praise of their work builds their confidence and self-esteem. Staff use their knowledge and skills to maximise all opportunities to support children's learning through

play. For example, encouraging children to join in with the obstacle course in the outdoor play area, not only supports children's physical development but enables children who are more reluctant to take part in outdoor play a chance to have fun and fully participate. Therefore, children are making good progress towards the early learning goals and are being prepared for the next stage of their learning as they move up through school into year one. Staff at the club share children's development summaries regularly with the teachers in school so they can be used to inform ongoing assessments and support a collaborative approach to children's learning.

There is a strong focus for the setting to support children's personal, social and emotional development. Children show how they are confident, happy, settled and have good relationships with the adults and their friends. They chatter to the inspector about what they like about the setting and this includes the activities, the trips out and playing in the garden. Children make independent choices about their play, are given tasks to help the staff and more able children confidently support the younger ones. This raises their self-esteem and their ability to be responsible and have a sense of belonging to the setting. Children are also actively involved in the planning of future activities which further supports their enjoyment of the time they spend in the club. For example, children add their thoughts and ideas to the planning train on the wall. Staff respond to these by ensuring the resources are made available to support their ideas and they take photographs of the children taking part in the activities which are then added to the train. Children are proud of this and enjoy remembering past events and activities. Staff also maximise opportunities to support children's confidence and social skills, so they learning how to manage their own emotions and friendships. There is free access for children to a safe and enclosed outdoor space which provides a good range of resources such as scooters, slides, bats and balls that develop children's physical skills. There has also been the recent addition of some extra outdoor space enabling the children further space to enjoy outdoor learning experiences. There is however, further scope to build on the opportunities available to support children's learning outdoors to ensure all areas of learning are fully supported

Parents are very pleased with the service the club provide and feel they are kept well informed through newsletters, children's records of learning and verbal communication about what their children have been doing. When children start at the club parents complete an about me document providing information about their child so staff are aware of children's interests, learning styles and stage of learning, helping them plan suitable, varied and stimulating activities which support ongoing learning.

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

The children are happy, confident and enjoy their time at the club because they have good relationships with the staff who effectively promote their care and well-being. There are good links with the teachers at the school children attend; this provides children with continuity of care that is especially important for building the confidence of the youngest children as they settle in to the club. For example, communication between staff and the teachers enables the club to provide children with continuous learning opportunities through fun activities so they are happy and excited to attend. Staff know the children

well, for example, they know which children are more confident and which need more encouragement to achieve at their chosen task. Staff provide the relevant level of support allowing all children to be fully engaged and get the most out of the opportunities they offer. Staff utilise routines to support children's development, for example, they sit with children at tea time to make it a social occasion and children enjoy telling staff about their day at school. Children are encouraged to listen to each other so are learning to respect others and being valued supports their self-esteem. Children's growing confidence helps prepare them emotionally as they move up through school.

Staff set high expectations for children's behaviour and have worked with the children to develop the rules of the club. Any reminders that children need about the rules are reinforced with explanations. Staff are continuously reviewing their behaviour management strategies and updating their understanding to ensure the most effective approaches are used. As a result, there are very few incidents of poor behaviour. Children also love the 'Time Out Tree' where their good behaviour and achievements are recognised and promoted. For example, children's positive behaviour is added by staff to a leaf on the tree and children receive a star to add to their chart. Children eagerly show off their leaves and parents comment on how their children enjoy receiving these. Completing a star chart enables the children to choose a gift from those available. Staff recognise children's spontaneous good behaviour but also use this method of behaviour management to target and support specific issues if they arise.

Children develop a good understanding of healthy lifestyles because staff at the club talk to them about healthy food choices. Children enjoy the range of fruit that is offered for snack when they first enter the club. Children also enjoy the range of hot and cold meals that are provided for their light tea. These are varied, nutritious and regularly involve the children helping to prepare the food, for example, make your own pizza. Children make good use of the large outdoor space to benefit from fresh air and exercise after their day at school. Children are developing increasing levels of independence because staff provide them with opportunities to do things for themselves. For example, they provide coat racks so children can look after their belongings and they are encouraged to pour their own drinks and independently use the bathroom. Children understand the need to wash their hands before they eat and have access to liquid soap and a warm air hand dryer. All toys and play equipment are well-maintained by staff, who check them daily. Children are able to play happily and securely because the resources and play area are safe and suitable. Topics, discussions and daily routines are used well by staff to help to support children's understanding of safety issues, such as road and fire safety. Children regularly practise fire evacuation procedures within the club, which means that they are developing an understanding of how to keep themselves safe in an emergency. Children also learn to play safely through regular reminders from staff.

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

The manager and staff team have a good understanding of their responsibilities to protect children from harm because there is a clear safeguarding policy that is understood and implemented by staff. All staff have attended training and have been vetted to ensure

they are suitable to work with children. New staff are recruited through robust safer recruitment strategies and are subject to scrutiny and induction procedures. There are comprehensive policies and procedures that are regularly reviewed and understood by staff. Parents receive copies of key policies as their children start at the setting and they have access to a policy file at any time. There are detailed risk assessments covering all aspects of the club including additional activities undertaken during the school holiday sessions. Staff complete additional checklists before each session to ensure the environment is safe and secure so that children are free to play.

The manager works closely with her staff and there are good working relationships that support a happy work environment which consequently benefit the children. Appraisals are completed annually and the manager is able to deploy staff according to their expertise and she plans further support to develop other skills, promoting professional development, as a result, the adult to child ratio is met at all times. Staff are all qualified and continue to attend training to support any specific aspects of the setting and the children who attend, for example, makaton training. There is effective monitoring of activities and the educational programmes to ensure the children's learning is effectively supported. Staff also engage in peer observations of each other's practice, which enhances the quality of teaching for the children. A wide range of activities and resources are on offer and staff informally evaluate their effectiveness and change and adapt them as necessary.

There is an ongoing self-evaluation process that accurately identifies the setting's strengths and areas for improvement. Staff have been receiving support from the local authority to develop what they offer to the children and how they record and plan to support and complement children's learning. Parents and children receive regular questionnaires and staff include their responses in their actions plans for future developments. The setting have very effectively met the actions and recommendations raised at the last inspection and as a result, are providing good quality care and learning for children, before and after school and during the school holidays. The links staff have developed with the school are effective and contribute significantly to the overall well-being and outcomes for the children attending 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

<b>Unique reference number</b>	400224
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	927554
<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>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Julie Jackson
<b>Date of previous inspection</b>	22/04/2013
<b>Telephone number</b>	01977 689 239

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## Type of provision

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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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