

Garforth Kids Club at Manston

Manston St. James C of E Primary School, Sandbed Lane, LEEDS, LS15 8JH

Inspection date	06/05/2014
Previous inspection date	28/09/2009

The quality and standards of the early years provision	This inspection:	
	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 enjoy coming to the club. They settle well and relate well to the caring staff. They play well together and are keen to explore and play with the varied range of resources available for them. This shows that children are developing a positive approach to learning.
- Children's learning at school is complemented very well in the club because staff provide a range of activities that are linked to children's interests. Consequently, children continue to develop their knowledge and skills.
- Children demonstrate a strong understanding of how to keep themselves safe. Staff consider children's safety as a high priority and use good strategies to ensure all children are kept safe.
- Leadership and management are good. The staff team work effectively together to ensure that children receive a good learning experience and that policies are effectively implemented and effective partnerships with parents support continuity of care and learning for children.

It is not yet outstanding because

- There are fewer freely accessible resources available for children to build on and extend their imaginary play.
- Occasionally, some staff do not consistently extend children's language, thinking and understanding to a higher level.

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 had a tour of the club and discussed how the club operates.
- The inspector spoke with staff and children during the inspection and observed children at play.
- The inspector undertook a joint observation with the club's manager.
- The inspector looked at a sample of children's assessment records, planning documentation, risk assessments and policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Amanda Forrest

Full report

Information about the setting

Garforth Kids Club at Manston was registered in 2004 on the early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five childcare provisions run by Garforth Kids Club Limited. It operates from a purpose built portacabin in the grounds of the Manston St. James school, in the Crossgates area of Leeds and serves children of Manston Saint James Primary School. The club offers 32 places for children aged four to eight years at each session, children also attend up to the age of 11 years. It operates both before and after school, term time only. Opening hours are between 8am to 9am and 3.30pm to 6pm. There are currently 50 children on the roll aged between four and 11 years, who attend for a variety of sessions. Of these, one is in the early years age group. The club employs three members of staff, of these one has an early years qualification at level 3 and one at level 2.

What the setting needs to do to improve further

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

- build additional opportunities for children to extend their imaginative and pretend play by increasing their access to a wider range of resources
- enrich children's communication and language skills by making good use of every opportunity to extend their thinking and understanding to a higher level.

Inspection judgements

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

Children enjoy their time at this club and have lots of fun to complement the learning that takes place at school. This is because the manager and her team have a secure knowledge of how children learn and the requirements of the Early Years Foundation Stage. In addition, the team has built close partnerships with children's teachers. As a result, they are clear about how to further support children's learning and development through play. Children confidently chat to staff and one another about their day at school and what they are doing in their play. The majority of staff encourage children's extension of communication and language skills very well. However, occasionally some staff do not always provide enough narrative to their actions, or initiate conversation with children to extend their vocabulary and thinking skills even further.

Staff assess children's learning and development well. For example, they observe children as they play and keep a written account of each child's progress. This clearly identifies the next steps in their learning and is also linked to those things children are learning in school. Children's progression is recorded in individual learning journals along with

photographs of their achievements. Parents are encouraged to contribute to their children's learning through discussions and the sharing of information about children's achievements outside of the club. Children's interests and the next steps in their learning are effectively promoted through fun activities. For example, on arrival children quickly settle to the activities already set out for them, such as, board games, small world resources, books and role play. In addition, children's wishes are quickly met, for example, a group of children request to play outdoors and continue a ball game learned in school. They concentrate for long periods of time, working cooperatively and following their interests, explaining the rules and skills required to a staff member. This supports children's communication skills and their personal, social and emotional development. Younger children are also helped to be fully involved, for example, staff provide a large selection of balls and encourage them to work in small groups to count the number of bounces they can do. This supports children's independent learning. As a result, children are busy and engaged in activities that interest them.

Resources, such as, paper, pens and whiteboards are freely accessible to encourage children to further develop their writing skills. Children can choose freely, which means they make decisions about where and what they want to play with. Staff engage positively with children as they play, which encourages their language and listening skills and learning at school is built upon through fun games. For example, during an outdoor game children discuss the concept of time, including addition and subtraction. In addition, children are challenged to solve everyday number problems, such as using mental arithmetic to work out the difference in two times. This helps children make connections in their learning and promotes their understanding of the concepts of number and time. Physical skills are supported through the use of large climbing and balancing equipment. However, there is scope to further promote children's imaginary play by improving their access to more open-ended resources, which they can use creatively as part of their pretend games.

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

Children move around the club confidently and are happy and settled. They display warm and friendly relationships with staff and enjoy their company. The club makes good use of the key person system to aid communication and support partnership working with families. This helps to ensure that children feel secure and form close relationships with their key person, as well as other staff, particularly when they first join the club. Staff gather detailed information about children's needs, interests and abilities from parents when a child initially joins the club.

Staff effectively support children in learning about personal safety. For example, the fire drill is undertaken on a regular basis to ensure the premises can be evacuated swiftly in an emergency. During outdoor play, children negotiate space well when running, balancing and using the equipment. As a result, they are considerate to other children who are playing nearby. Children behave well because they are busy and engaged. Any issues of unwanted behaviour are quickly, consistently and calmly managed. Children have ownership of the club rules and are keen to remind one another if they break one. This

means that children know what is expected of them. Children's self-esteem and confidence are promoted well as staff praise them for their efforts and achievements.

Children competently tend to their personal care needs and hygiene activities are emphasised through consistent routines and discussion to promote children's understanding of good hygiene practice. They sit with their playmates and are offered a healthy snack and a drink. Staff keep children safe at all times through good supervision and by using risk assessments purposefully to ensure the environment and equipment are suitable for children. Accident reports are monitored to record any patterns or issues that may have an impact on children's safety and all staff hold relevant first aid qualifications.

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

Staff at the club demonstrate a strong understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. All staff complete safeguarding training and hold first aid training qualifications. They are aware of the procedures to take should they have a concern about a child in their care. Likewise, they have the confidence to deal with any minor accidents or incidents that may occur. The leadership and management of the club is effective. They also run, or are involved in, daycare provisions at another site. Therefore, they use their skills and expertise to support the needs of the younger children who attend before and after their school day. Recruitment and induction procedures and the systems for the supervision and training of staff are robust. The club implements robust policies and procedures, which staff adhere to in their daily practice. These policies are shared with parents and therefore, they understand the procedures that support children's health and well-being. Risk assessments of the environment and ongoing checks, both indoors and outside, promote children's safety. Staff ratios meet the legal requirements and the deployment and supervision of staff ensure that children are able to play safely during their time at the club. This contributes to children's enjoyment and enables them to play in a safe and secure environment.

Monitoring of the implementation of the Early Years Foundation Stage is effective in supporting children's play and learning. Staff demonstrate a good understanding of children's starting points on admission to the club. They work alongside parents and school teachers to assess this. Monitoring of children's achievements is consistent. Staff meet regularly to review and adapt the systems for assessment and planning. As a result, staff are extremely able to complement the teaching and learning that school teachers plan for children's development and support their next steps.

Partnerships with parents and local schools are very strong. Staff greet parents warmly, making them feel very welcome. Parents write about how pleased they are with the provision, describing the club as 'great' and 'exciting'. Staff are highly proactive in supporting parents in complementing children's learning at home. Therefore, children are making very good progress in relation to their starting points. The club has been effective in evaluating their priorities for change and success so far. They offer parents purposeful feedback and have invited them to complete questionnaires about the care their children

receive. As a result, the leadership of the club is confident about the strengths of their provision and future plans for ongoing improvement and staff motivation is high.

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	EY290862
Local authority	Leeds
Inspection number	861390
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	50
Name of provider	Garforth Kids Club Ltd.
Date of previous inspection	28/09/2009
Telephone number	0113 286 7279

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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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