

# Mini Beast Out of School Club

10th Airedale Scout Hut, Scout Association, New Road, Yeadon, Leeds, LS19 7HW

<b>Inspection date</b>	21/05/2014
Previous inspection date	19/10/2011

<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

- Staff use observations and assessments to plan a range of activities around young children's likes and interests. As a result, children are engaged and enthusiastic.
- Staff have a good understanding of safeguarding and safety is maintained as they are very vigilant in monitoring access to the secure building. As a result, children's welfare is protected.
- Partnership working between the school, parents and the club is fully embedded and the consistent sharing of information complements and supports children's learning.
- Leadership is very good. The manager has a strong commitment to continuous reflection, review and improvement and as a result, all children benefit from very positive learning experiences.

### It is not yet outstanding because

- There is scope to develop children's independence by allowing them more choice about what activities should take place at each session, thereby, allowing them to direct their own learning.

## 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 accompanied the provider and staff to collect children from school.
- The inspector observed activities in the main playroom
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection as appropriate.
- The inspector looked at a sample of children's record and assessment files and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and a sample of policies and procedures.
- The inspector spoke to a number of parents and took their views into account.

## Inspector

Sue Ball

## Full report

### Information about the setting

Mini Beasts Out of School Club was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Yeadon, on the outskirts of Leeds and is privately managed. The club serves the local area and is accessible to all children. It operates from the 10th Airedale Scout Hut and there is an area for outdoor play. The club employs five members of staff; of these, four hold relevant childcare qualifications, one at level 6, one at level 3 and two at level 2. One member of staff is unqualified. The club opens on a Monday and Friday, from 7.30am to 8.50am and 3.20pm to 6pm and on a Tuesday, Wednesday and Thursday from 7.30am to 8.50am and 3.20pm to 5.30pm, term time only. Children attend for a variety of sessions. There are currently 78 children on roll. Children come from the local school and walk to and from the school.

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

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

- extend children's independence by enabling them to select from less accessible resources, for example, by choosing from pictures or lists.

### Inspection judgements

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

Staff at this well-organised out of school club know children very well. They take time to talk with parents both before children start and during the time they attend, as a result, they are aware of children's starting points and capabilities and can plan for next steps. Staff use observation and assessment to gather further information and identify children's interests and learning needs. As a result, they are able to offer a range of activities, which keep children motivated and excited. Staff are aware of the need to complement children's experiences both at home and at school. There is an excellent exchange of information between parents and other providers, which results in children's learning and play being fully supported. Any gaps in learning are quickly identified and measures put in place to narrow the gaps, for example, strategies are put in place to support children's behaviour and concentration skills.

Activities are offered to cover all areas of learning. Children enthusiastically engage in a game of bingo, developing their mathematics, listening and concentration skills. They are encouraged to work together, thereby, developing their personal and social skills, for example, children cooperate to use wooden blocks to construct, negotiating with each other to share pieces. Language and literacy skills are well supported by a choice of books and writing materials, while wall displays show children's artwork and support their sense of pride and self-esteem. Children sit and share books with adults, developing their

communication and language skills. However, there are fewer opportunities for children to select resources for themselves or choose from a wider range of activities to fully support their independence.

All staff are involved in the planning of activities and in evaluating their effectiveness. Planning is based around the needs of children and a positive partnership with the school enables information to be exchanged about children's current interests and learning. In this way children are offered a variety of adult and child-led experiences. Staff are adept at deciding when to intervene and when to stand back. They monitor children constantly and are quick to engage with them when necessary, for example, to help resolve a dispute about resources. Children are supported to come up with their own solutions to challenges and difficulties. As a consequence, they become active, independent learners as they have fun and enjoy the company of their friends and staff at the club.

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

Children at the club are developing a good understanding of keeping safe. Staff constantly supports them with this, for example, reminding children not to run inside and teaching them how to cross the road on the way to the club from school. All staff are committed to keeping children safe. Access to the building is strictly monitored and visitors are booked in and out. Children's independence is fostered and they are encouraged to meet their own self-care needs, children reminding each other that they need to wash their hands on arrival at the club and vying for the job of monitoring that this is done. They select their own snacks, serve themselves and clear away when they have finished. In this way, children's confidence in their own ability is enhanced and they are emotionally well-prepared for the next stage in their learning.

Behaviour at the club is very good. Staff are positive role models and support children to work through disputes and come up with their own solutions. Children are appropriately praised by staff and this supports their self-esteem. Warm, positive relationships are formed between staff and children, which effectively supports their emotional well-being. Children cooperate with each other and obviously enjoy the company of their friends. Older children can be seen helping younger ones and children are polite and well-mannered. Behaviour rules drawn up and agreed by children help all children to feel secure and they respond well to the rules and routines of the club. The key person system is in place to ensure children are supported and they liaise with parents to ensure each child's care needs are known and can be met.

Children's physical health is supported by activities in the outside area where there is room for a variety of more energetic activities. Plans are in hand for this area to be adapted to enable children to freely choose whether to play inside or out. A variety of healthy foods are offered to children at snack time. Parents and children are involved in the choices and healthy options are discussed with children to promote their awareness of keeping fit and a healthy diet.

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

All staff undertake safeguarding training as part of their induction and annually as a refresher. This means that all staff have a clear understanding of their responsibilities to safeguard children and are fully aware of what action to take if they have any concerns. As a consequence, children are kept very safe in the club. The manager has undertaken a safer recruitment course and there are robust procedures for the recruitment and induction of staff, including checks to ascertain suitability to work with children. Checks are carried out on the premises and outside area before the morning and afternoon sessions, minimising any risks to children. The club has a policy on the use of mobile telephones, which is enforced for staff, parents and children. As a result, a safe environment is created for children.

Leadership at the club is very good. The manager has a clear commitment to providing the best possible experience for all children. Performance management is carried out with staff on a regular basis and the quality of teaching is monitored by the manager, who supports staff to reflect on and improve their performance at every opportunity. Staff are able to access a range of training and are required to undergo annual updates, for example, in safeguarding. All staff, parents and children have opportunities to input into a self-evaluation form, which is used to drive the club forward and identify areas for development. Actions raised at the last inspection have been fully addressed. There is now a well-documented and systematic approach to using observations for younger children and these are used to plan next steps in learning. Additionally, children now benefit from a range of healthy and nutritious snacks. The manager is passionate about constantly developing and raising standards, as a result, there is a strong team spirit among all parties and a commitment to high outcomes for all children.

Partnership with parents and the school is a key strength. Home visits are offered before children start and a range of information collected to ensure they settle well and their needs are met very well. The manager makes every effort to involve parents in the club and uses a variety of strategies to do this, including running courses for parents. For example, they offer courses on internet safety and organise social evenings to enable parents to support each other. Events are organised to include all carers, such as a 'lads and dads' ramble. Parents spoken to on the day were extremely complimentary and commented on the warmth of staff interactions with children and the range of activities offered and they all stated they would highly recommend the club to others. These comments are borne out by feedback questionnaires completed by parents twice a year, which show extremely high levels of satisfaction. The strong partnership with the school further enhances the ability of staff to meet the needs of all children.

### 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>	EY364333
<b>Local authority</b>	Leeds
<b>Inspection number</b>	821091
<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>	32
<b>Number of children on roll</b>	78
<b>Name of provider</b>	The Minibeast Club Ltd
<b>Date of previous inspection</b>	19/10/2011
<b>Telephone number</b>	07507 169478

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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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