

Greenside Care Club Out of School Club

Greenside Primary School, South Parade, Pudsey, Leeds, West Yorkshire, LS28 8NZ

Inspection date	12/09/2014
Previous inspection date	15/09/2008

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

- The staff use highly effective teaching strategies and plan effectively for children's learning. As a result, children are highly motivated, inquisitive and independent learners.
- Staff precisely assess children's learning and take into consideration their starting points. Therefore, staff are able to accurately plan for the next steps in children's learning. As a result, all children make very good progress.
- Children are extremely well supported because the partnerships with parents are highly effective. As a result, parents are active partners in their child's learning.
- There is a robust transition programme and a highly effective key-person system. Therefore, children are emotionally secure and they settle into pre-school quickly.
- The management and staff are committed to safeguarding children. They understand their roles and responsibilities well. This effectively contributes to children's well-being.

It is not yet outstanding because

- The current organisation of the lunch time routine means that staff are sometimes distracted from fully supporting children with their social interaction and understanding of eating their lunch before their snack treats.

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 activities in the pre-school and the outdoor learning environment.
- The inspector conducted a joint observation of a planned activity with the pre-school manager.
- The inspector held a meeting with the pre-school manager, the after school club manager, the chair of the committee and spoke to children and staff throughout the inspection process.
- The inspector looked at children's assessment records, learning journeys and planning documentation in the pre-school.
- The inspector looked at a range of documents, including the provider's self-evaluation form and checked evidence of the suitability of practitioners working with children in the pre-school and the out of school club.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julie Jones

Full report

Information about the setting

Greenside Care Club Out of School Club was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by an elected committee of parents and offers before and after school care and pre-school early education and care. The club operates from a purpose-built mobile building in the grounds of Greenside Primary School, in the Pudsey area of Leeds. The club serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The care club employs 16 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one member of staff holds an appropriate qualification at level 5. Three members of staff hold appropriate early years qualifications at level 6 and one member of staff holds Early Years Professional Status. The out of school club is open each weekday from 7.30am until 8.45am and then from 3.15pm until 6pm, term time only, and from 7.30am until 6pm during the holiday periods. The pre-school opens from 8.45am until 3pm term time only. Children attend for a variety of sessions. There are currently 136 children on roll, of whom 49 are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. 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:

- review the organisation of lunch time to ensure that staff are able to support children throughout their meal, particularly while children are becoming familiar with the pre-school routines, to enhance their social interaction and reinforce good eating habits.

Inspection judgements

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

Children's learning and development are effectively promoted because all staff have an excellent knowledge and understanding of the Early Years Foundation Stage and how children learn. The manager understands that successful transitions underpin children's enjoyment and learning at pre-school. Consequently, the pre-school staff are committed to planning highly effective transitions for all children. For example, staff undertake home visits before children start at pre-school. This is an opportunity for staff to get to know the children and their family and foster a shared vision for children's progress. Furthermore, the staff have excellent links with other local providers and they gather information about children's learning and development before they start at pre-school. This enables staff to accurately take into account what children already know and can do. They make excellent use of this information, to plan starting points for each child's next stage of learning.

Children have an individual learning profile, which documents their progress. Staff carry out regular precise observations and assessments of children's learning across the seven areas. Children's individual development is accurately tracked and monitored by the manager. As a result, staff are able to identify any gaps in children's learning and subsequently plan next steps. Staff demonstrate a thorough understanding of the importance of working closely with other professionals to ensure children are fully supported. As a result, all children, including those with special educational needs and/or disabilities, develop a positive attitude to learning and are very well prepared for the next stage in their education.

The quality of teaching is very strong and effective, the children are keen and motivated to learn because staff have high expectations of all children. Staff encourage children to be independent and to take responsibility for their learning environment. For example, a group of children are eager to help staff to prepare the snack table. They enthusiastically chat to staff about what they are going to eat. Staff are very skilled teachers and use everyday opportunities to promote children's very good learning. They encourage the children to count the cartons of milk and the pieces of fruit. The boxes of snack are labelled with numbers and dots. They explain to children that this means they can take one banana and three pieces of bread stick. As a result, children are developing good mathematical skills. Children's literacy skills are developed as they look for their name and place it on the wall, to show that they have had their snack. Staff sensitively support the younger children to look for the picture on their name card, talking to them about the letters in their name to help develop their early reading skills. The staff use appropriate teaching methods to encourage children's critical thinking. For example, during a planned activity a member of staff is playing alongside a group of children with a pirate ship in the water tray. She effectively engages all of the children and asks them to anticipate if items will float or sink. They quickly become completely engrossed in the activity and continue to play for 30 minutes. The member of staff skilfully engages in their conversations extending their vocabulary. As a result, the children are developing the skills required for future learning.

The management and staff team demonstrate a commitment to working effectively in partnership with parents to meet the individual needs of children. For example, the manager holds information evenings for parents at the beginning of the year. Parents have an opportunity to discuss their children's progress and she talks to them about the Early Years Foundation Stage. In addition, the staff hold annual parents' evenings where they share information about children's progress. The staff display the weekly planning in the entrance to show parents what their children are learning. Parents say they have many opportunities to talk to staff about their children and they receive excellent feedback and information. They enthusiastically comment about the friendly and approachable staff and say that they are very pleased with how quickly their children have settled into pre-school. This demonstrates that children are emotionally very secure and have an excellent start towards the next stage in their learning.

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

Children settle very effectively into the nursery because staff spend considerable time with their parents discovering children's individual needs. Staff ensure all children are offered a gradual settling-in process that allows children to become familiar with their new environment. On occasions some children become upset when their parents leave. Staff are highly skilled at supporting children. They use the information that they know about children's interests to effectively distract them with activities. As a result, they settle quickly and enjoy their time at pre-school. There is a robust key-person system in place. Parents are aware of their child's key-person because this information is displayed in the entrance area and in the front of their child's learning profile. Children spend some time throughout the day with their key groups. This enables them to build warm and trusting relationships with staff. As a result, children's emotional well-being is extremely well promoted. Children's behaviour is very good because staff show a consistent approach to behaviour management. Staff sensitively and consistently remind children to take turns and share and are excellent role models for children. For example, when playing team games they remind children that they will all have an opportunity to take part. Staff support the children very well by using clear instructions and explanations. For example, they use picture cards to remind children of the rules and boundaries. Consequently, children are developing good social skills and play cooperatively with their friends.

Children manage their own hygiene and personal needs well. Toileting and hand washing facilities are accessible and clean. Children use these independently with appropriate support from staff. The staff work closely together with parents when children begin toilet training. For example, children can bring in their own potty from home. This consistent approach gives children a strong sense of belonging and they thrive at pre-school. The staff have a very good understanding of how to keep children safe. Planned adult-led activities are used to develop children's understanding of road safety. For example, the children enjoy making traffic light pictures with tissue paper. The staff support them to take turns and offer highly effective praise and encouragement. As a result, children are highly motivated and maintain good levels of concentration even when they encounter difficulties. Staff talk to them about what each colour of the traffic light means and when it is safe to cross a road. The children use their traffic lights during role play activities, to safely stop the children riding their bikes around the track in the outdoor area.

Children are able to independently choose their own activities from a wide range of stimulating and interesting resources. They have free flow access throughout the day between the indoor and outdoor learning environments, which are equally well presented. As a result, all children participate in physical activities which promote a healthy lifestyle. Staff are effectively deployed to ensure that they can support children's learning and that all areas of the pre-school are very well supervised. There are many opportunities for children to investigate and experiment with resources. For example, children are able to move resources throughout the environment and staff use appropriate questions to encourage their thinking skills. As a result, children are inquisitive learners and their individual interests are harnessed. Staff skilfully include themselves in children's play, introducing new concepts and prompting ideas. Staff put a lot of effort into the organisation of the learning environment indoors and outdoors. As a result, children play in interesting, attractive and child-friendly surroundings. However, the staff are not always as effective at organising the lunch time period in a way that enables them to fully engage with the children during this time. For example, staff are busy sitting children down and

helping them to find their lunch box. This means that some children are not always fully supported and start on their snacks before eating their sandwiches. As a result, children who are settling into pre-school and who are not familiar with the routine, do not benefit fully from the staff support at mealtimes as well as they do during the rest of the session.

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

Safeguarding is good because the committee and management team have a sound understanding of the safeguarding and welfare requirements. The care club is managed by three managers. They meet regularly to discuss issues that affect the children and share any concerns they may have about children's learning and development and well-being. Children are safeguarded further because the management team ensures that all staff have a good knowledge and understanding of child protection issues and what to do if they are worried about a child in their care. For example, they make sure that safeguarding training is up-to-date for all staff and that safeguarding is discussed regularly at team meetings. There are clear policies and procedures in place for safeguarding children including the use of mobile phones and cameras throughout the care club. Risk assessments are used to identify potential risks to children and effective safety measures are in place to minimise these. These are regularly monitored and reviewed, to further support children's safety. There are a good range of policies, procedures and records, including an attendance register and accident forms. The managers monitor the accident forms regularly. They effectively evaluate if any changes are required to the care club and this further supports the safety of children. Recruitment procedures are robust and include thorough background checks on all staff to ensure they are suitable to work with children.

The pre-school manager is extremely passionate about the experiences children receive during their time at pre-school. She is a positive role model and competently leads a dedicated, close-knit staff team, as she works alongside them. This enables her to assess their performance and monitor the effectiveness and the quality of teaching throughout the pre-school. In addition the pre-school manager carries out regular supervisions and appraisal interviews. As a result, she is able to identify the strengths within the staff team, share good practice and identify any training needs. The manager keeps a comprehensive training matrix that effectively identifies training that has been completed. All staff hold appropriate first-aid training. This means that all staff are able to respond quickly to accidents and incidents within the pre-school. Staff give feedback on training at the weekly team meeting. This helps to ensure that changes can be implemented and put into practice, so children benefit from the knowledge gained. For instance, following physical play training the pre-school have renovated the outdoor learning environment. The staff have created grassy mounds for the children to climb up and roll down. Consequently, children are developing good physical skills as they experiment with different ways to run, crawl and roll on the mounds. The pre-school manager uses a cohort tracking system to enable her to maintain a clear overview of the educational programmes. As a result, she has a very clear understanding of children's individual progress. The committee and management use self-evaluation to identify the whole setting's strengths and areas for improvement. They effectively take on board comments made by parents in the annual survey. For example, they have recently fitted a buzzer to the entrance gate to further

enhance the security of the setting.

The management and staff team demonstrate the importance of working effectively in partnership with parents to meet the individual needs of children. Staff have very good links with the local schools and they complete useful transition reports showing children's progress, these are shared with parents. Staff develop close relationships with parents and get to know them well. Parents have an opportunity to talk with their children's key-person daily and share information about their child's day. Feedback from parents on the day of the inspection was very positive. Some parents travel from outside the immediate catchment area because of the high reputation that the setting has within the local community.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	512480
Local authority	Leeds
Inspection number	869452
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	136
Name of provider	Greenside Care Club Committee
Date of previous inspection	15/09/2008
Telephone number	0113 2562322

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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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