

Time Out

St Margaret's C of E School, Town Street, Horsforth, Leeds, West Yorkshire, LS18 5BL

Inspection date	15/09/2014
Previous inspection date	12/11/2009

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

- Staff know children very well and obtain information about what children are learning in school. As a result, staff support children's learning in the setting through a range of carefully planned activities.
- Children thoroughly enjoy their time in the setting. This is because they have the freedom to choose what they would like to do and opportunities to rest and relax after the school day.
- Staff have very good knowledge and understanding of how to protect children from harm and they regularly attend safeguarding training. Consequently, children are safeguarded effectively.
- Children are exceptionally well behaved. This is because staff ensure there are a wide range of activities for children to engage in and all children fully understand the behaviour expected of them.
- Parents are kept informed of events and are highly complimentary of the setting and staff. As a result, partnerships with parents are extremely strong.

It is not yet outstanding because

- Opportunities to sharply focus staff's professional development are not always fully maximised.

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 children in the two base rooms.
- The inspector held discussions with the manager, staff and children.
- The inspector had a tour of the premises.
- A range of documents was inspected including observations, evidence of staff suitability, training certificates, policies, procedures and risk assessment documents.
- The inspector discussed the setting's continuous improvement plan.
- The inspector took into account the views of children, staff and parents spoken to on the day.

Inspector

Laura Hoyland

Full report

Information about the setting

Time Out was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community room and school hall within St Margaret's Primary School in Horsforth, Leeds. There is an enclosed area available for outdoor play. The setting is run by a voluntary committee, serves the local area and is accessible to all children attending the school. It employs nine members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, during term time only, and sessions are from 7.30am until 9am and 3.15pm until 5.45pm. Children attend for a variety of sessions. There are currently 83 children on roll, five of whom are in the early years age group.

What the setting needs to do to improve further

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

- enhance the professional development of staff, for example, by regularly observing their practice and sharply focusing their training needs to further support children's care and learning.

Inspection judgements

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

Children arrive at the setting and immediately find activities and resources they wish to play with. They settle into playing games, creating pencil drawing and designing intricate patterns with beads. Children show high levels of concentration as they are persistent in moving and balancing beads on small boards while they create their pattern. Staff support children to use their critical thinking skills as they play games. For example, children concentrate as they try to work out the identity of a chosen character card in a game. Older children support younger ones to explore resources. They work together to construct a range of objects out of plastic bricks. Younger children have made firm friendships with older children. They play well together and older children show new children what there is to play with. This supports younger children to develop their confidence and self-esteem.

Staff ensure there are a wide range of activities and resources available for children to access. Children freely choose what they would like to play with. Staff are well deployed to support play and help younger children to fully enjoy their time in the setting. Many members of staff work within the school and are fully aware of what children have been learning during their school day. This means conversations flow in the setting about each child's school day. In addition, staff consolidate children's learning through discussion and planning activities linked to children's interests and current learning in school. Staff observe children and link their observations to the seven areas of learning. They use this

information to continually support children to reach their potential in a relaxed environment. Staff understand that children are often tired following the school day, and therefore plenty of attention is given to activities and areas in the setting to support children to rest and relax. Some children enjoy resting after playing outside and they relax while watching their favourite film. Staff ensure children's needs are very well met.

Staff communicate with parents daily. They discuss the activities children have taken part in and pass any information on from school. Many children do not wish to go home at the end of the day because they are engaged in playing with their friends. Parents comment that they are kept informed of events in the setting and that staff are always available to talk to at the end of each day. Children have learning files, which are available for parents to access whenever they wish. This means parents are involved in their child's time in the setting. As a result, partnerships with parents are extremely strong.

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

Children are very settled in the setting. New children are supported during transition to the setting and are offered sessions to come and see what happens on a morning and evening. Older children take care of the younger children, making sure they feel safe and secure. Older children teach new children the routine. As a result, children settle very quickly. Each child is assigned a key person, who is usually their class teaching assistant at school. This means that children already have a good attachment to staff and find it easy to attend the setting following their school day. Staff know children well and are aware of their individual care needs and their personalities. For instance, staff know when children will need extra reassurance because they are naturally quiet and shy. This means their individual needs are very well met.

Children demonstrate high levels of confidence and self-esteem. They are quick to welcome visitors and engage in polite conversations. Children discuss their love of the setting and staff who are 'kind and lovely'. Children's behaviour is exceptional. All children follow the rules and boundaries, which are displayed around the setting. They take turns and share resources well. They open doors for adults and have impeccable manners. Staff use positive behaviour management strategies, praising children's good behaviour. Children behave responsibly and take care of resources. They are aware that they must tell staff when they wish to move rooms to play so that staff always know where they are. Children tidy up games and toys and respect their environment well.

The doors to the outside play area are kept open throughout the session. Children have freedom to play indoors or outdoors, and staff are deployed to ensure children are always supervised and kept safe. Children use the school field for games and during inclement weather they use the playground, which has a hard surface. Children engage in daily exercise and enjoy running around and exerting any energy that remains following their school day. Staff prepare a range of different food for tea that children choose from. They choose beans, cheese, toast or fruit. Each table has an attractive fruit bowl in the middle to encourage children to eat a wide range of fruit. Staff ensure children are learning how to lead healthy lifestyles.

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

Children are safeguarded well. This is because staff attend regular safeguarding training and are aware of their duty to protect children. Staff are knowledgeable about the different types of abuse and how to recognise if a child may be at risk of harm. The designated safeguarding officer knows the course of action to take if she is concerned about a child or the behaviour of a member of staff. Information to make a referral to safeguarding professionals is displayed for all staff to reference. All staff are subject to an enhanced Disclosure and Barring Service check and are all suitable to work with children. Staff ensure the premises are safe. They regularly risk assess the premises and all outings. Staff use portable push-to-talk radios to communicate with each other between rooms. This means that they can contact staff in the event of an emergency whether they are indoors or outdoors with children.

Staff work very well as a team. They are aware of their roles and responsibilities and ensure the smooth running of the setting. The manager ensures all vital documentation that underpins practice and keep children safe is regularly reviewed and in place. Staff meetings are held to discuss children's individual needs and improvements staff wish to make to continually develop the setting further. Staff feel supported by the manager and regular appraisals support staff to review and develop their practice. However, there is room to further enhance staff's professional development through regular observations of their practice and regularly reviewing their specific training needs. The manager oversees the activities and learning opportunities available for children. She works with other staff who know what children have been learning at school to ensure activities support their learning further.

Partnerships with other professionals are established. The setting offers places for secondary school students to complete voluntary work placements to support their further education. Best practice is shared with other after school settings, and staff are happy to support new settings when they are starting up. Good links with the local authority are in place, as well as very strong relationships with the school. Teachers and staff discuss children's development and this means children's transitions are seamless between school and the setting. Parents are extremely complimentary of all staff. They feel staff 'go above and beyond their duties' and feel very included in what the setting offers. Parents comment that the low turnover of staff means they know all staff well and their children love their time at the setting.

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	EY310467
Local authority	Leeds
Inspection number	877961
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	83
Name of provider	Time Out Committee
Date of previous inspection	12/11/2009
Telephone number	0113 214 4824

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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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