

R B Kids Club Before and After School Club

Ralph Butterfield School, Station Road, Haxby, YORK, North Yorkshire, YO32 3LS

Inspection date	10/10/2014
Previous inspection date	04/03/2009

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 quality of teaching is good as staff effectively promote the children's learning and development through a variety of interesting and challenging activities. As a result, children make good progress as they are actively engaged and motivated in their play.
- Staff have established good relationships with parents and strong partnerships with the primary school, which ensures children's individual needs are met and their learning is complemented. This successfully promotes children's emotional well-being.
- Children are provided with a safe and secure environment because staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Staff are positive role models as they reinforce appropriate behaviour and provide clear guidance to the children. As a result, children's behaviour is very good as they understand the boundaries and expectations within the setting.

It is not yet outstanding because

- There are few examples of children's own work and photographs within the environment to further enhance their sense of self and belonging.
- Everyday activities, such as snack time, are not always used to provide opportunities for children to further develop their independence skills.

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 viewed all areas of the setting accessed by the children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Full report

Information about the setting

R B Kids Club Before and After School Club was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms within Ralph Butterfield Primary School in the village of Haxby, Yorkshire. It is managed by a voluntary committee, which include school staff and parents. The setting serves the local area and is accessible to all children. There is access to an enclosed outdoor play area. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds appropriate early years qualifications at level 2. The manager has an appropriate early years qualification at level 5. The setting opens Monday to Friday, from 8am until 8.45am and 3.20pm until 6pm, during school term time. Children attend for a variety of sessions. There are currently 60 children on roll, eight of whom are in the early years age group. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- extend the use of children's own work and photographs within the setting to further enhance their sense of self and belonging
- encourage children to further develop their independence skills during snack times, for example, by allowing them to serve their own food and pour their own drinks.

Inspection judgements

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

The quality of teaching is good as staff follow and extend children's individual interests and needs, which supports their future learning. Staff effectively promote children's development as they have a secure knowledge and understanding of how children learn through play. They provide children with a good variety of interesting and challenging activities across all seven areas of learning. As a result, children make good progress from their starting points. This is because they are actively engaged and motivated. For example, children show high levels of concentration and perseverance as they take part in a weaving activity, where they make different patterns. Staff continually ask children what they would like to do throughout the session to make sure their views and opinions are valued. This ensures children feel respected and appreciated. Staff complete observations and assessments on the children, which recognise their achievements, identify their next steps in learning and track their progress. Parents are kept well informed about their children's learning and development as staff provide verbal feedback on a daily basis. Staff have established strong partnerships with the primary school where the setting is located.

They share relevant information with teachers to ensure children's individual needs are met. Therefore, children are provided with a consistent and complementary approach.

The setting has a good range of accessible resources, which enables children to make independent choices and take part in purposeful play. Staff encourage children to recognise and manage their own personal needs by providing times to be restful and active. Children are extremely confident and familiar with the daily routine as they take part in registration time at the start of the session. Staff effectively support children's communication and language development as they interact well with them as they play, engage in constant discussion and ask relevant questions. This ensures children are becoming confident communicators with staff and their peers. Children thoroughly enjoy being imaginative and artistic as staff provide good opportunities for them to express their own ideas. For example, children develop their creativity as they use a selection of resources to make marks and create models. This is further extended as children take part in role-play activities, where they pretend to sell their models to customers in the shop. This successfully promotes children's development in expressive arts and design.

Mathematics and understanding of the world is supported well in the setting. Children have access to games, construction materials and small world resources to support their knowledge of shape, size and numbers. They also develop their technology skills and coordination as they play on the computer. Staff support children to develop their physical skills as they play group games in the outdoor area and school hall. This enables them to be energetic and take appropriate risks. Children's social skills are also effectively promoted as younger children and older children play well alongside each other. Consequently, children are supported to acquire the skills needed to be ready for school and the next stage in their learning.

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

Children are clearly happy, settled and content in their surroundings. They form secure attachments and develop positive relationships with each other and staff. This effectively promotes their emotional well-being. Staff provide children with a warm, friendly and welcoming environment, which creates a homely atmosphere to support their all-round development. However, there are few examples of children's own work and photographs within the environment to further enhance their sense of self and belonging. Staff are caring and sensitive to the individual care needs of children as they offer support and reassurance when required. Good settling-in procedures ensure staff work closely with parents and teachers within the primary school, to share relevant information about the children and support their move between settings. Parents spoken to at the time of inspection comment that their children enjoy attending the setting, which means they often do not want to leave at the end of the session.

Staff encourage children to be independent and manage their own personal needs. They comfortably access their own resources, initiate their own play and wash their own hands. This promotes their self-confidence and helps them to develop their self-care skills. However, there are fewer opportunities for children to further develop their independence

skills during snack times, for example by allowing them to serve their own food and pour their own drinks. There are good hygiene practices in place, which supports children's understanding of their own health and well-being. Children are provided with a good range of balanced and nutritious snacks, which promotes the importance of a healthy diet and lifestyle. Staff provide daily opportunities for children to be active and access fresh air, which supports their physical development.

Children's behaviour is very good as they show interest throughout their activities and are eager to learn. They clearly understand the boundaries and expectations within the setting. Staff act as positive role models as they effectively manage children's behaviour by reinforcing appropriate behaviour and providing clear guidance. Staff use a calm and consistent approach to ensure children understand their actions have consequences. Children receive constant praise and encouragement from staff, which develops their self-esteem and confidence. As a result, children are well mannered, share and take turns with each other. Staff talk to the children about the importance of safety as they remind them of the rules and encourage them to negotiate space during their play. This ensures children develop their own understanding of risk as they learn how to keep themselves and others safe.

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

The manager and staff demonstrate a good understanding of how to effectively safeguard children in their care, as they have a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have attended relevant training and know the procedures to follow if they have any safeguarding concerns. This is further supported by a good range of written policies and procedures, which are implemented successfully to protect children's welfare. Staff complete daily safety checks to ensure the indoor and outdoor environments are free from hazards and risks are minimised. Therefore, children are provided with a safe and secure environment. Good recruitment, induction and vetting procedures are in place, which ensures staff are suitable and appropriate for their role. This effectively maintains the safety and well-being of children.

Children progress well as staff work together to monitor and evaluate the educational programmes to ensure that all areas of learning are covered. Performance management systems are in place and staff are encouraged to further their professional development through regular appraisals, meetings and training opportunities. Self-evaluation is effective and the manager can clearly identify the strengths and areas for future development. Staff strive for continuous improvement to support children's achievements over time and develop the quality of their practice. The recommendation following the last inspection has been successfully addressed, which shows a good capacity to improve.

Staff have established good relationships with parents to further support children in their learning and development. Parents are involved within the setting as they receive daily communication and have access to a website, which provides them with relevant information. Parents are very complimentary and make comments, such as 'Staff are

approachable and friendly, they are always flexible to my needs' and 'The setting has a family atmosphere'. Staff work closely with the local authority and other professionals, which makes a strong contribution to meeting the individual needs of children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY270865
Local authority	York
Inspection number	860764
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	60
Name of provider	R B Kids Club Committee
Date of previous inspection	04/03/2009
Telephone number	07742 822 550

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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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