

Best Family Childcare @ Adel Primary School

Adel Primary School, Tile Lane, LEEDS, LS16 8DY

Inspection date	13/01/2015
Previous inspection date	08/01/2009

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

- Staff demonstrate a good knowledge and understanding of safeguarding procedures and all other aspects of safety, to protect the children in their care.
- There are strong relationships in place with staff from the host school. This means that staff are able to complement children's learning in school and are constantly putting in place new and exciting ideas within the club.
- Children's behaviour is good. This is because staff are good role models and they develop respectful relationships with children.
- Children enjoy playing outside in all weathers and get plenty of fresh air after their day at school. They have good opportunities to learn about a healthy lifestyle and the importance of daily exercise.

It is not yet outstanding because

- Information gathered when children first start, is not always detailed enough to enable staff to fully support the interests of children who are new to the club.

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's activities in the indoor and outdoor provision.
- The inspector viewed the premises, toys and equipment.
The inspector looked at a range of the club's documentation, including staff's
- Disclosure and Barring Service checks and qualifications, policies and procedures and risk assessments.
- The inspector held a meeting with the manager of the out of school club.
- The inspector spoke with children, parents and staff throughout the inspection.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

Best Family Childcare @ Adel Primary School was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from rooms within Adel Primary School in Leeds. Children have access to an enclosed outside area. The club serves the host school. There are three staff working directly with the children; all of whom hold appropriate qualifications at level 3 or above. The setting opens Monday to Friday and sessions are from 7.30am until 9am and 3pm until 6pm during term time. Children attend for a variety of sessions. There are currently 86 children on roll; 14 of whom are in the early years age group. The setting supports 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:

- extend support for children new to the club by gathering further information about their interests when they start so that support offered reflects these.

Inspection judgements

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

Staff have a good knowledge of the requirements for the Early Years Foundation Stage and effectively use their knowledge to support the early years children who attend this club. Planning incorporates children's own ideas and staff plan activities which complement those in school. Staff talk about what children like to do and the progress they have made. For example, key persons talk about how children's confidence grows when they start at the club. Staff understand that all children are individuals and learn as they play and explore in their own ways. Therefore, children with special educational needs and/or disabilities receive support which is specific to the way they learn. This sensitive support from staff enables children to feel secure and make good progress relative to their starting points. Staff complete written observations and have regular meetings with the teachers from the host school to discuss children's achievements and next steps in learning. This cohesive approach ensures children's individual needs are effectively met, and as a result, children are making good progress.

The quality of teaching is good as staff continually engage with children as they play, listening carefully to what they have to say. Staff use a good level of questioning so that children can demonstrate what they know. For example, staff skilfully question children as they build and construct with blocks, repeating and rephrasing what they say. Children are happy and confident as they eagerly move around the club, making independent choices about what resources they would like to play with. There are opportunities for children to develop their small muscle control as they use the knife competently to spread butter onto

their pitta bread and fill them with healthy foods. Staff provide many opportunities for children to be creative and use their imagination. For example, children actively engage in role-play activities and are provided with a range of art and craft materials. Staff are encouraging and support children to make friendships through a buddying system as new children start. This helps children feel secure in their new environment, so they are confident, eager and ready to learn. Consequently, children are acquiring and developing skills for their future learning.

Staff effectively engage with parents in the club. They gather information about children as they enter the club to ensure they meet their medical and dietary needs. However, information about children's interests is not always gained to help staff fully tailor experiences during children's settling-in period. This means that staff are not always able to fully support the interests of children who are new to the club. Parents are kept informed of children's engagement and participation through discussion with the staff, their child's file, which includes observations, memories, photographs and examples of children's work, and informal parents' evenings. Parents are encouraged to feed back to the club through discussions and questionnaires. This enables parents to feel valued and included in the club.

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

Staff support children's health and well-being effectively. Children have good opportunities to be active and play outdoors and have access to a wide range of equipment. They like to play football and climb and balance on large apparatus. Staff promote children's good health through activities. For example, children are encouraged to identify foods which are good for them. Staff skilfully extend children's knowledge further by encouraging them to identify whether the foods are fruits or vegetables. This contributes to children's all-round good health and helps them to develop a positive approach to keeping themselves healthy. Children demonstrate an understanding of healthy practices through routines, such as hand washing and are confident in managing their own needs and accessing the facilities independently. As a result, children learn to manage their own personal care. Children's independence is fostered and they are encouraged to select and serve their own food at teatime and pour their own drinks as they require them. A good range of resources are accessible in boxes and containers, which enables children to make choices. 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.

There is a key-person system for children in the early years age group. This means that children feel secure in their care and are developing positive relationships with the staff in the club. Children are happy and relaxed in the club. They are collected from the on-site school by their key person and confidently enter the club and greet each other and the rest of the staff warmly. This smooth transition from school to the club helps promote their well-being as they quickly immerse themselves in activities or discussions with their peers. Staff get to know children as parents are asked to provide background information about their child's care when they start. This supports continuity in children's care. Staff are deployed effectively to ensure that children are well supervised at all times. Daily safety checks inside and outside minimise hazards in order to reduce the risk of accidents

to children. Written fire procedures are in place, and children learn how to evacuate the premises safely and quickly, to prepare them in the event of an emergency. In this way, they learn to recognise potential dangers and how to manage the risks to keep themselves safe. Children behave well because their behaviour is managed well by staff. Staff are good role models by being polite, caring and listening carefully to children. They apply clear, consistent boundaries and children are cooperative and considerate. Children say 'please' and 'thank you' at meal times and during play with each other. As a result, children are aware of the boundaries set and behave very well in the club.

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

The manager and staff have a clear understanding of their responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Regulatory documentation is maintained and organised effectively. The strong procedures for the safe recruitment of staff ensure that adults have the relevant experience and skills for their role and are suitable to work with children. The safeguarding procedures fully reflect the requirements of the Local Safeguarding Children Board. Training opportunities and induction procedures mean that staff are familiar with the procedures to follow, including those regarding the use of mobile telephones, to ensure children are kept safe. Staff complete regular risk assessments to ensure that all aspects of the club that children come into contact with are safe and secure. Staff supervise children well and recognise when they need additional support or reassurance. This further protects children. As a result, children's welfare and safety are promoted well.

Monitoring and evaluation processes are strong and work well to enhance the quality of play, care and learning experiences for all children at the club. The planning of the activities is monitored well by the manager to ensure children's individual needs are met. Staff demonstrate an understanding of children's starting points on admission to the club and know the progress they have made. Meaningful self-evaluation is ongoing as staff engage in daily discussions, reflect on practice and review the provision in the light of children's changing needs. Parents' and children's views about the club are actively sought through discussions and questionnaires. New staff receive a thorough induction to ensure they are confident regarding their roles and responsibilities. The manager supports staff's professional development and skills through ongoing training and regular supervision. For example, children have further opportunities to learn new skills outdoors as staff are attending 'forest school' training. Consequently, the quality of care and learning experiences offered to individual children is enhanced.

Partnerships with parents are good. Parents spoken to at the inspection were positive about the club and how their children enjoyed attending. They feel welcome in the club and find all the staff approachable. They are kept informed and up to date with their child's progress and achievements through daily dialogues with the staff in the club and by the informative parents' notice board. Staff work effectively in partnership with the host school and have ongoing discussion with the Foundation Stage teachers about children's achievements and next steps in learning. Consequently, a shared approach to children's learning is promoted well.

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	EY380931
Local authority	Leeds
Inspection number	858636
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	86
Name of provider	Best Family Childcare Ltd
Date of previous inspection	08/01/2009
Telephone number	07782476533

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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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