

Middleton Tyas Before and After School Club



Middleton Tyas C of E Primary School, Kneeton Close, Middleton Tyas, RICHMOND, North Yorkshire, DL10 6SF

Inspection date	24 February 2015
Previous inspection date	20 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager and staff understand that as an out of school setting, they do not have to deliver the learning and development requirements of the Early Years Foundation Stage. However, they choose to do so and deliver them well to maintain their already good practice and to ensure all children make good progress.
- Children are provided with a balanced range of snacks and participate in regular activities to support their physical development. This effectively promotes healthy lifestyles.
- Staff appropriately manage children's behaviour and reinforce the importance of safety throughout their activities. Therefore, children are fully aware of the boundaries and expectations.
- The manager uses self-evaluation systems to reflect on daily practice and identify areas for future development. This shows a good capacity to maintain continuous improvement.
- Staff have developed positive relationships with parents. This ensures children are supported in their future learning and their individual needs are met.

It is not yet outstanding because:

- Staff do not always provide children with opportunities to talk about their day at school to further develop their communication and language skills.
- There are few examples of children's own work and photographs within the environment to further enhance their sense of self and belonging.

What the setting needs to do to improve further

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

- enhance the already good practice in teaching children about communication and language by further developing opportunities for them to talk about their day at school
- extend the use of children's own work and photographs within the setting to further enhance their sense of self and belonging.

Inspection activities

- The inspector viewed all areas of the setting accessed by the children.
- 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 provider, 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

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use their qualifications and training well to provide children with a varied range of fun and enjoyable activities across all seven areas of learning. There is a good balance of adult-led and child-initiated learning experiences, which means children remain engaged and motivated in their play. For example, children develop their problem solving skills and show concentration as they participate in a treasure hunt. Staff continually ask children for their own ideas and suggestions, which ensures they feel, valued and appreciated. Staff interact well with children and engage in constant discussion throughout their activities. Staff use good questioning techniques and allow children enough time to respond, which supports their critical thinking skills. However, children are not always provided with opportunities to talk about their day at school to further develop their communication and language skills. Staff observe children to recognise their achievements and identify their next steps in learning. This information shows that children gain a good range of skills to prepare them well for school. Staff have developed good partnerships with the local primary school where they are located and share relevant information with teachers. This ensures a consistent and complementary approach to children's learning.

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

Children show confidence and independence in their surroundings as they are familiar with the daily routine. Therefore, children are happy and settled at the setting. Staff provide them with a warm and friendly environment to support their all-round development and emotional well-being. However, there are few examples of children's own work and photographs within the environment to further enhance their sense of self and belonging. Children have developed good relationships with staff and their peers. As a result, older and younger children play cooperatively together, which effectively supports their personal, social and emotional development. Children are kind and considerate to each other and understand they need to share and take turns during their activities. Staff use regular praise and encouragement to promote children's self-esteem.

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

The manager and staff show a good understanding of how to safeguard children in their care. They implement a good range of written policies and procedures to protect children's welfare. In addition, risk assessments and daily safety checks are completed by staff to ensure the environment is safe and secure for children. Children are involved in regular fire evacuations to ensure they know what to do in the event of an emergency. The manager and staff work together to monitor and evaluate the educational programmes to ensure children are progressing well and are provided with age-appropriate activities. Staff are supported through performance management systems, such as, supervision meetings and appraisals, to further their professional development. There are good systems in place for recruitment, induction and vetting to ensure staff are fully suitable for their roles and responsibilities. This effectively maintains the safety and well-being of children.

Setting details

Unique reference number	EY412968
Local authority	North Yorkshire
Inspection number	851348
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	50
Name of provider	Katherine Elizabeth Dargue
Date of previous inspection	20 July 2011
Telephone number	01325377285

Middleton Tyas Before and After School Club was registered in 2010. It operates from the main hall within Middleton Tyas C of E Primary School. The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, from 7.30am until 8.45am, and from 3.15pm until 6pm, during school term time.

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