

Garforth Kids' Club @ Green Lane



Garforth Green Lane Primary School, Green Lane, Garforth, Leeds, LS25 2JX

Inspection date 27 March 2015
Previous inspection date 5 June 2009

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

- Staff plan stimulating activities and play experiences that are based on their observations and complement what the children do at school. The manager monitors the observations that staff make to ensure consistency in judgements about children's progress.
- Children's behaviour is good. Staff are excellent role models and provide clear expectations of children's behaviour. Consequently, this has a positive impact and helps children to develop their social skills and build their self-esteem.
- Partnerships with parents and school are strong. Staff communicate confidently with parents and teachers. This contributes effectively to promoting children's learning and development and in meeting the changing needs of the families.
- Staff ensure children are safe and provide an environment that is secure. Staff demonstrate a good knowledge and understanding of child protection procedures and all other aspects of safety. This ensures that children are kept safe from harm.
- A comprehensive self-evaluation plan is in place and clearly identifies what is done well and what could be improved. This is reviewed regularly.

It is not yet outstanding because:

- Staff do not always grasp opportunities, especially during snack time to talk with children so that they can make links and build on their experiences from school.
- The monitoring of staff practice is not sufficiently robust to identify how the good quality of teaching can be raised even higher.

What the setting needs to do to improve further

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

- build on the opportunities for children to talk with staff about their school day, for example, by ensuring that staff sit, listen and talk with children at snack time about their experiences and make links to further extend their interests from school
- strengthen the monitoring of staff's practice further, to promote even higher standards of teaching, for example, by introducing peer-on-peer observations that can be discussed during supervision to ensure that children's learning is maximised to the optimum.

Inspection activities

- The inspector observed children's activities in the indoor and outdoor areas.
- The inspector held discussions with the provider, manager, staff, children and parents.
- The inspector had a tour of the premises.
- A range of documents were inspected, including evidence of staff suitability, training certificates, policies, procedures and risk assessments.
- The inspector discussed the club's self-evaluation plan.
- The inspector took into account the views of children, staff and parents spoken to on the day.

Inspector

Angela Sugden

Inspection findings

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

The manager and her team have a secure knowledge of how children learn and the requirements of the Early Years Foundation Stage and implement them very well. The quality of teaching is good. Staff plan activities based on their observations, children's interests and next steps in learning. This helps to promote children's confidence, provides challenge and prepares them well in making continuous progress towards the early learning goals and in their future learning. Children are motivated in their play. They confidently make vehicle tracks in the sand, write and sing songs, make chocolate buns and take turns to knock the skittles down. Staff engage in children's play and encourage children's extension of communication and language skills very well. However, occasionally staff miss opportunities to build on children's experience and interests from school. This is because staff do not always sit and join in with the children during snack time, when they are eager to talk about what they have done or what has happened at school.

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

Children show a strong sense of belonging in the club as staff know them very well. Positive relationships with key persons are fostered. As a result, children's emotional well-being is effectively promoted and children care for one another. Children play exceptionally well together and make friendships across the different age groups. Staff liaise effectively with teachers in order to complement children's learning in the club. In addition, there are clear systems in place to ensure that teachers know which children will be attending the club each day. This further assures children's safety as staff provide individual class teachers with a list of names of children who will be attending after school. Children talk together about what they have been doing at school as they enjoy their nutritious snack. They make independent choices and serve themselves from the varied healthy choice available. Additionally, children have opportunities to play outdoors each day. They display good personal hygiene skills as they wash and dry their hands before eating their snack.

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

The directors, manager and staff take all necessary steps to keep children safe and well. Together they display a strong commitment to create and maintain a high quality out of school provision. Rigorous recruitment and vetting procedures are implemented to ensure staff are suitable for their role. The directors and manager use self-evaluation well to evaluate the provision and identify areas for improvement. Although the monitoring of staff is good, it is not sharply focused enough so that children's achievements are raised to the highest levels. For example, there is scope to introduce a regular peer observation approach. This means that the manager and all staff have the opportunity to observe each other's practice and offer feedback, which, can then be discussed during supervisions to enhance teaching and learning further. Staff access training to gain qualifications, which helps to enrich their knowledge and enhance outcomes for children.

Setting details

Unique reference number	EY245953
Local authority	Leeds
Inspection number	860253
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	58
Name of provider	Garforth Kids Club Ltd.
Date of previous inspection	5 June 2009
Telephone number	07803723241 or 01132874545

Garforth Kids' Club @ Green Lane was registered in 2003. The club is open Monday to Friday, from 7.30am until 9am and from 3.15pm until 6pm, during term time and from 7.30am until 6pm Monday to Friday during school holidays. Children attend for a variety of sessions. There are five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above.

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