

Good Times Out of School Club



Providence United Reform Church, Mellor Road, New Mills, High Peak, Derbyshire, SK22 4DP

Inspection date	2 April 2015
Previous inspection date	6 May 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 demonstrate a good understanding of how to support children's interests and learning. As a result, children are engaged in their play and ready to learn.
- Children's safety and well-being are well promoted as staff have a good understanding of safeguarding procedures and how to protect children from harm. This is underpinned through the implementation of robust policies and procedures.
- 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.
- Children are provided with a balanced range of snacks and participate in regular activities to support their physical development. This effectively promotes healthy lifestyles.
- Children behave well. The play cooperatively, and older children show kindness and consideration towards the younger children.
- 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:

- The club's current programme of professional development is not always sufficiently targeted on enhancing the already good quality of teaching and care to an outstanding level, in order to maximise children's attainment.
- The outdoor learning environment is not fully developed to support children who learn best outside.

What the setting needs to do to improve further

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

- maximise the impact of staff supervisions, for example, by identifying precisely focused targets for staff, to further improve their already good teaching skills, so that children make progress to the highest level
- enhance the outdoor learning environment to give children who choose to learn outside a wider range of learning experiences.

Inspection activities

- The inspector had a tour of the premises.
- The inspector held discussions with the manager and reviewed a range of documentation, including the safeguarding procedures.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of the staff and viewed a sample of recruitment records, training and qualifications.
- Various documents were inspected including observations, planning and tracking of children's progress.
- The inspector took account of the written views of parents.

Inspector

Ruth Hudson

Inspection findings

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

The quality of the teaching is good because the well-qualified staff understand how to support children's learning well. They use their accurate assessments of children's development to plan interesting and exciting activities. As a result, children are motivated learners who make good progress in their learning. Staff make time to sit and play, successfully extending children's learning and enjoyment. For example, they help children to count and work out mathematical problems as they play table top games. Staff provide good opportunities to develop children's communication and language skills, helping to develop their confidence to speak in group situations. Children have the opportunity to learn about the wider world through discussion with staff and craft activities. For example, they learn about festivals and celebrations as they discuss Easter and take part in Easter based activities. The activities children engage in effectively support them to develop the key skills they need for the next steps in their learning, as they move through school.

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

Children happily engage in play on arrival. Strong relationships between staff and children are evident. Staff support children's independence because they give children choices as they select their own games and activities. Staff help children to have a good understanding of risk as they encourage children to think about their own safety. Children's safety is a priority as the majority of staff have completed paediatric first-aid training. Accurately completed accident and medical records mean that staff are committed to children's safety and well-being. The indoor learning environment is highly stimulating and provides children with choices in their play and learning. However, the resources and experiences provided outdoors do not always fully support children's learning and develop their interest in nature. This reduces some learning opportunities for those children who are more active and prefer to learn outside. 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 is committed to providing high quality care and learning for children and has a good understanding of the requirements of the Early Years Foundation Stage. Staff have a sound understanding of their responsibility to protect children from harm. They ensure children cannot leave the premises unsupervised and there are good arrangements for monitoring visitors. Strong recruitment and vetting procedures ensure that all staff are suitable to work with children. The effectiveness of staff practice is evaluated through appraisals and the overall quality of the provision is raised, because staff attend regular training. However, there is scope to further improve the impact of supervisions. For example, by ensuring that a more astute and sharply focused professional development programme enhances staff's practice to an outstanding level, in order to raise children's attainment to the highest level. Strong partnerships with parents and external organisations help all children to succeed.

Setting details

Unique reference number	EY386165
Local authority	Derbyshire
Inspection number	858968
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	90
Name of provider	Good Times Out of School Club Limited
Date of previous inspection	6 May 2009
Telephone number	01663742226

Good Times Out of School Club was registered in 2008 with extended registration in 2009 to open a playgroup for children aged between 18 months and three years. The club employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one at level 2 and the manager has Qualified Teacher Status. The setting provides an out of school service to children attending local schools and is open from 7.30am to 9am and 3pm to 6pm during school term times, and from 8am to 6pm during all school holidays, except Christmas and bank holidays. The playgroup is open on Monday and Wednesday mornings during school term times from 9.30am to 12.15pm. The playgroup provides funded early education for two- and three-year-old children.

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