

## Inspection date

10 April 2015

Previous inspection date

3 June 2010

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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are good role models for children and skilfully teach them how to resolve their own conflicts effectively. As a result, children behave well and the atmosphere is calm.
- The qualified staff plan activities that they know will interest children and meet their individual needs. This means that all children, including those with special educational needs and/or disabilities, are motivated and make good progress in their learning and development.
- Staff encourage outdoor play which promotes well-being and healthy lifestyles; children benefit from fresh air and opportunities to be challenged in their physical development.
- Staff have strong relationships with children and get to know them well. This helps children feel safe and secure at the club, and enhances their personal, social and emotional development.
- The leadership team ensures ongoing staff supervision and performance management. This successfully identifies staff's strengths and training needs, which raises the quality of teaching and improves the overall outcomes for children.

### It is not yet outstanding because:

- Staff do not always use a wide range of communication methods, such as modern technology, to reach all parents to share information about activities and the club.
- Strategies used to collect feedback to support the club's ongoing self-evaluation are not always fully successful in gathering the views of all parents and all schools that children attend.

## What the setting needs to do to improve further

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

- strengthen arrangements and systems for sharing information, to help all parents and carers be fully aware of children's activities and the daily operation of the club
- enhance the systems for self-evaluation of the provision to raise the overall outcomes for children by, for example, sourcing ongoing feedback from schools and parents, to identify further aspects for improvement.

### Inspection activities

- Leadership and management discussions took place with the deputy manager at appropriate times during the inspection.
- The inspector observed activities and staff interactions with children, in the inside rooms and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records, and checked the suitability of staff and committee members.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the provider's self-evaluation.

### Inspector

Dominique Bird

## Inspection findings

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

Children at the club are interested in what is on offer. Staff provide a good range of resources and equipment that cover all areas of learning. When children start, staff gather detailed information from parents. As a result, staff get to know children well, working with parents and schools to meet the children's needs. However, staff do not always successfully share information about activities and the daily operation of the club with all parents on an ongoing basis. Children make their own play choices from storage units and set up activities. Children particularly enjoy a range of arts and craft activities as staff make these fun and relevant for them. For example, children make butterflies of their favourite action characters using a range of tools. Staff extend their learning by encouraging them to talk about the materials they are using with their friends and share their ideas. Staff offer some challenges for the children but know when to step back so that children can develop their independence and lead their own play and learning.

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

Children have good relationships at the club. Children state that they 'like having different friends at the club from other schools' and comment that they are happy at the club. Travel between the schools and the club are well organised to ensure that children have good continuity of care. For example, staff collect the children from their classrooms and the school staff share information that needs to be fed back to parents. Staff promote high behaviour expectations so children develop essential skills for the future. Staff teach children to take responsibility for their personal safety. For example, on the walk from school they use identified stopping points to do regular head counts. Food preparation and snack times demonstrate good hygiene procedures and some staff have attended nutrition training, which benefits children.

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

Children are safeguarded and staff have a good understanding of their roles and responsibilities to protect children from harm. Comprehensive policies and procedures underpin staff practice and are shared with all staff during their induction and in staff meetings. Staff inform parents about these policies and procedures when children first start. Overall self-evaluation works well. The staff team works on this together and the manager monitors, reviews and provides updates at staff meetings. This means management and staff have a sound awareness of what they do well and where they need to focus to promote continuous development. However, there are some missed opportunities to engage all schools and parents in the process to reflect the views of everyone involved in the club.

## Setting details

<b>Unique reference number</b>	EY242964
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	847029
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Malago Play Association Ltd
<b>Date of previous inspection</b>	3 June 2010
<b>Telephone number</b>	07791557493

The Moose Out-of-School Play Scheme registered in 2003 and is managed by a voluntary management committee. It operates from the Meeting Room of St Michael & All Angel Church in Bedminster, Bristol. The club offers out-of-school provision to children who attend Victoria Park Primary, St Mary Redcliffe Primary, Parson Street Primary and Hillcrest Primary, which are all located locally. The club is open each weekday during term time from 3.15pm to 6pm and in school holidays from 8.30am to 6pm. There are four members of staff, who all hold relevant childcare qualifications at Level 3.

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