

Kool Kids Out of School Club

Rothwell C of E Primary School, Queensway, Rothwell, Leeds, LS26 0NB

Inspection date

27 April 2015

Previous inspection date

9 May 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to inform Ofsted of a change to the manager of the club.
- Staff supervision is not embedded securely enough to improve staff performance.
- The provider does not always take prompt action to address identified areas for improvement.
- Staff do not make best use of everyday routines, such as mealtimes, to teach children to be independent.
- The quality of interactions between staff and children in the club are inconsistent and do not always challenge or fully engage children in purposeful activities.

It has the following strengths

- Children are safe and secure because the staff have a good understanding of how to safeguard children by effectively minimising risks.
- Staff form positive partnerships with parents and other professionals, which promotes a collaborative approach to children's care and learning.
- Children make choices from a good range of age-appropriate activities and resources indoors and outdoors, which contribute to their progress and development.
- Children's learning at school is complemented in the club. Staff work within the host school and share their expertise with the club. Consequently, children are settled and progress towards their next stage in learning.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- devise better methods to regularly undertake supervision sessions, to ensure that all staff receive the necessary support so that all children benefit from high standards
- monitor staff practice to ensure interactions between staff and children are consistent across the club and that all staff take full advantage of opportunities to build on children's interests and promote their active learning.

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

- improve self-evaluation systems, to help ensure continuous improvements are made
- enhance the opportunities for children to be independent during everyday routines, for example, by encouraging them to serve their own food, pour their drinks and tidying away afterwards.

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted are informed of the appointment of a new manager (compulsory part of the Childcare Register)
- ensure Ofsted are informed of the appointment of a new manager (voluntary part of the Childcare Register).

Inspection activities

- The inspector had a tour of the club and discussed how it operates.
- The inspector spoke with staff and children during the inspection and observed children at play.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector conducted a joint observation and held discussions with the manager and the registered provider.
- The inspector looked at a sample of children's records, the planning documentation and risk assessments, and discussed a range of policies, including safeguarding, complaints and behaviour management procedures.

Inspector

Amanda Forrest

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of staff interaction with children is inconsistent across the club. As a result, some activities do not provide children with a good level of challenge. Some activities are linked to children's prior learning at school. For example, children are learning about simple calculations in the reception class, so staff encourage children in a number game, teaching them to estimate and count in pairs. However, during a number of outdoor activities, staff neither challenge nor extend children's learning. This is because staff merely supervise the activity, rather than using it as an opportunity to build on children's skills. Children's emerging writing skills are promoted well. For example, they confidently write their names and numbers, and staff encourage them to build simple three letter words. Therefore, staff to some extent complement and continue the learning that takes place at home and school.

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

Children are confident and eager to take part in the activities. Relationships are strong between children and staff. Children of all ages generally play well together. Children's behaviour is good; they take responsibility for their personal belongings and follow instructions. This is because staff are good role models who are polite and courteous. A good range of planned experiences teach children to keep themselves safe. For example, children take part in regular evacuation practices so they know how to respond in an emergency. Children are helped to develop healthy lifestyles. Their physical development is promoted very well outdoors because there is a wide range of equipment and ample space to run. However, staff do not always use everyday activities to help children to learn skills, such as serving themselves at mealtimes or tidying up, in order to develop their independence further.

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

The provider follows appropriate recruitment and vetting procedures to protect children's safety and welfare. All staff undergo suitability checks. However, the provider failed to notify Ofsted about changes to the manager. However, the manager is registered at one of the provider's other settings and has been suitably checked and completed all the relevant documentation for Ofsted, so this breach does not have a significant impact on children's safety. Safeguarding procedures are well understood by staff. The qualified staff attend regular training, including child-protection training, which enables them to keep children safe. The manager monitors staff's knowledge and understanding of the Early Years Foundation Stage through supervision sessions. However, these sessions do not successfully address the weaknesses in practice, to help all children make good progress. The manager reflects on some aspects of practice to identify where improvements can be made. However, she does not focus sufficiently on how these areas for improvement will be addressed, so prompt improvements are not made. Staff have links with professionals and the host school to help them support the children appropriately.

Setting details

Unique reference number	EY356209
Local authority	Leeds
Inspection number	863440
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	44
Name of provider	Daisy Chain Childcare Ltd
Date of previous inspection	9 May 2011
Telephone number	0113 214 6312

Kool Kids Out of School Club was registered in 2007 and operates within Rothwell Church of England Primary School in Leeds. The club employs four members of childcare staff. Of these, one holds an early years qualification at level 4 and two hold level 3. The club is open Monday to Friday from 8am until 9am and 3pm to 6pm, during term time only.

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.

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