

# The OK Club

Bramhope Primary School, Tredgold Crescent, Bramhope, LEEDS, LS16 9BR



<b>Inspection date</b>	23 April 2015
Previous inspection date	29 April 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
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 ensure children are safe in an environment that is secure. Staff demonstrate a good knowledge and understanding of safeguarding procedures and all other aspects of safety to protect children in their care.
- Staff support children's learning and development well. This is because they offer a wide range of stimulating activities and play experiences that complement what the children have been doing during the school day.
- Children's behaviour is exceptional. This is because staff have clear expectations of children, are excellent role models and they develop respectful relationships with them. Children are extremely polite and show a strong sense of belonging in the club. Older children display sensitive care for younger children.
- Children are extremely happy, self-assured and confident. They benefit from a dedicated staff team who know them very well and provide excellent care to meet their individual needs.
- Partnerships with parents, the host school and the pre-school on site are extremely strong. This ensures that the consistency of care and education is highly effective. Parents are extremely complementary of the high quality care and learning experiences provided.

### It is not yet outstanding because:

- The monitoring of staff practice is not sufficiently robust to identify how the good quality of teaching can be raised even higher.
- On occasions, staff miss opportunities during discussions with children to establish what they already know and extend their knowledge further.

## What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice further, to promote even higher standards of teaching, for example, by using observations of practice that can be discussed during supervision meetings, to ensure that children's learning is maximised to the optimum.
- enrich children's understanding of the world even further by using thought provoking questions to challenge children's thinking and build on what they already know

### Inspection activities

- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector completed a joint observation with the deputy manager.
- A range of documents were inspected, including evidence of staff suitability, training certificates, policies, procedures and risk assessments.
- The inspector discussed the setting's self-evaluation plan.
- The inspector took into account the views of children, staff and parents spoken to on the day.

### Inspector

Kate Banfield

## Inspection findings

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

Staff have a good understanding of how young children learn. They provide children with enjoyable, purposeful play and learning opportunities which actively engage and sustain their interest. The environments, inside and outside are stimulating, with a broad range of resources for children to explore. There are places for children to be quiet and relax inside. Staff engage children in popular board games and playfully teach children to take turns. As a result, children work collaboratively and persist in the games as they share their ideas. Staff demonstrate patience and a supportive approach as they patiently teach children to skip. Furthermore, staff facilitate children's play with the dough and effectively meet the needs of the different age groups that play together. They help children to make shapes and are interested in the children's ideas. However, very occasionally some staff do not always establish children's knowledge, for example about helicopters, to extend their thinking further. Children demonstrate good social skills as they work effectively together in the mud kitchen where they use cake tins to make a 'pizza' using the mud.

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

The club has an exceedingly warm and cheerful atmosphere. Children develop exceptionally strong relationships with their key persons. As a result, they display extremely high levels of motivation and independence. There is an excellent exchange of information and parents are kept well informed about their children's progress. Parents are highly complementary about the range of experiences their children enjoy and of the high levels of emotional support their children receive from staff. They appreciate how staff encourage children's friendships and feel that staff are kind and caring and have their children's best interests at heart. Children's physical skills and well-being are extremely well promoted as they have direct access to the garden area daily. The outdoors is exceptionally well resourced allowing children to skip with ropes, play with bats and balls, bounce on hoppers, play giant snakes and ladders and explore soil, sand and water. All the children understand that exercise is important to their health and physical well-being.

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

Managers and staff have a good understanding of their responsibilities to ensure they meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Recruitment procedures are robust, and all staff members undergo checks to ensure they are suitable to work with children. Consequently, children's safety and well-being is effectively promoted. The manager identifies strengths and weaknesses through secure self-evaluation, which includes the views of staff, parents and children. As a result, clear plans are in place to further develop the provision that will benefit children. Regular appraisals are held for all staff. However, the monitoring of staff teaching is not always sharply focused enough so that children's achievements are raised to the highest levels. Consequently, there is scope to develop the use of observations of practice further, and discuss these during supervision meetings to improve teaching and learning even more.

## Setting details

<b>Unique reference number</b>	EY386468
<b>Local authority</b>	Leeds
<b>Inspection number</b>	858985
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	39
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Anita Maria Ellam
<b>Date of previous inspection</b>	29 April 2009
<b>Telephone number</b>	

The Ok Out of School Club was registered in 2009. The setting employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level three or above. The setting opens from Monday to Friday only. Sessions are from 7.45am until 9am and from 3pm until 6.15pm each day during term time only.

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