

# 4Children Out of School Club



New Beverley Children's Centre, Bismark Drive, Leeds, LS11 6TB

<b>Inspection date</b>	24 April 2015
Previous inspection date	23 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- Procedures to improve staff practice, such as supervision meetings, are not rigorous enough to improve performance.
- The continuity of children's care and learning is not effectively promoted as positive partnerships are not consistently in place with the host schools and parents.
- The complaints procedure is not easily accessible to parents, and the provider does not give parents information about how to contact Ofsted if they believe the provider is not meeting the requirements of the Early Years Foundation Stage or the Childcare Register.
- Leaders do not routinely take account of the views of parents when deciding what could be improved at the setting.

### It has the following strengths

- Children's physical development is supported by regular opportunities to play outdoors.
- Staff understand their safeguarding responsibilities and know how to recognise signs which may give rise to concerns. Managers have effective systems for checking that staff are suitable to care for children.
- Children follow good hygiene routines and enjoy healthy snacks and meals.
- Children gain an awareness of how to consider and respect the needs of others attending the club. They discuss attitudes and behaviour to help create a happy and welcoming play environment.

## What the setting needs to do to improve further

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

- ensure that the complaints procedure is readily available to parents, including correct details about how to contact Ofsted, if they believe the provider is not meeting the Early Years Foundation Stage requirements.

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

- develop effective systems for self-evaluation and the identification of strengths and weaknesses, including using the views of parents
- enhance the system for carrying out supervisions of staff to ensure that all staff receive the necessary support to improve their practice and ensure all children benefit from high standards
- develop further the partnership with parents and the schools that children attend, so that information about what children are learning is shared and used to support their learning further.

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

- make available to parents written statements of the complaints procedure (compulsory part of the Childcare Register)
- make available to parents written statements of the complaints procedure (voluntary part of the Childcare Register).

## Inspection activities

- The inspector had a tour of the club and discussed how the club operates.
- The inspector spoke with staff and children during the inspection and observed children at play.
- The inspector looked at a sample of children's records, the planning documentation and risk assessments, and discussed a range of policies, including safeguarding and outings.
- 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.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Sian Campbell

## Inspection findings

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

Staff use their knowledge, gained through appropriate qualifications, to plan and provide a range of activities that encourage children to play and explore. Children are confident in choosing activities and are keen to participate in physical play in the outdoor environment. Staff enable them to use various pieces of equipment and provide nearby support while they negotiate the space available. Equally, staff facilitate children's role play to enhance and support their communication skills. They engage children in conversations and purposeful discussions about what they are doing. Staff encourage children to share their interests on the planning board so that they can support children's needs. However, partnerships with parents and the school which children attend are not yet well established. This means that information is not continually shared. Therefore, staff do not always complement and continue children's learning from home and school.

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

Children's emotional needs are well met as staff understand their individual differences and know how best to meet their needs. As a result, children are secure and confident in the setting. Children choose activities and resources independently from the range available. Staff deploy themselves well and see where they are needed to support children's play fully. Children quickly follow rules and begin to manage turn taking, with support from staff, who are close by. They know and understand acceptable behaviour as they recall and follow club rules. Children follow the snack routine as they wash their hands and join friends at the dining tables. They talk about their day and independently pour their own drinks.

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

The management team fully understand their responsibility to safeguard children. They have the required policies, procedures and risk assessments in place, to ensure they meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff know what to do if they have concerns about a child or the behaviour of a colleague. As a result, children are kept safe in the setting. However, managers do not have a sufficient understanding of the requirements for systematically recording complaints. Parents are not routinely provided with the complaints policy and the details for contacting Ofsted should they wish to do so. Systems for evaluating what is working and what needs improvement are developing. However, managers do not routinely seek the views of parents in their drive for improvement. Staff are encouraged to undertake courses relevant to their job role. For example, they have attended courses in special educational needs and/or disabilities. However, staff supervisions are not yet carried out frequently enough to highlight weaknesses in teaching. Staff do not have consistent opportunities to share good practice with their colleagues.

## Setting details

<b>Unique reference number</b>	EY345956
<b>Local authority</b>	Leeds
<b>Inspection number</b>	857343
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	53
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	23 March 2012
<b>Telephone number</b>	07810 792 962

4Children Out of School Club was registered in 2007. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and three hold qualifications at level 2. The club opens Monday to Friday from 8am to 9am and from 3pm until 6pm during term time. It also operates a holiday play scheme which is open from 8pm until 6pm during school holidays.

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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