

Hilltop Koosh Club

West Ardsley Community Centre, Batley Road, West Ardsley, Wakefield, West Yorkshire, WF3 1HD



Inspection date	24 April 2015
Previous inspection date	13 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Since the last inspection staff now know and understand safeguarding procedures. They can identify the signs and symptoms of abuse and what action to take if they have concerns about a child's welfare. This is because they have completed safeguarding training and have opportunities to regularly discuss safeguarding with the manager and through monthly supervision meetings.
- Partnership working is strong. Staff have formed good working relationships with the Foundation Stage teachers in the schools the club serves. Teachers share the targets that children are working towards. Staff complement the learning that takes place at school very well, through providing a range of exciting and challenging experiences.
- The effective key-person system supports children's emotional well-being and encourages them to develop their confidence and independence. As a result, children behave well and show respect for one another, staff and living creatures.
- Teaching is good and the well-qualified staff team are deployed effectively. This supports children to persist with activities in this stimulating environment, which promotes the dispositions and attitudes children need for the next stage in their learning.

It is not yet outstanding because:

- Occasionally, some staff do not extend younger children's vocabulary and thinking skills.
- The manager has not yet fully maximised the systems for performance management. This is because, staff do not frequently share their knowledge and observe each other's teaching, in order to build on their good practice.

What the setting needs to do to improve further

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

- enrich younger children's communication and language skills even further by focusing sharply on every opportunity to extend their vocabulary and thinking skills to the highest possible level
- extend the systems for performance management, for example, through introducing peer observations where staff's knowledge and good teaching practice is shared with each other and the impact evaluated and discussed.

Inspection activities

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

Inspector

Angela Sugden

Inspection findings

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

Children express themselves very well and link their knowledge to their experiences. For example, older children talk about the snails in their garden and describe how they differ from the giant African snails they are caring for in the club. This experience extends their thinking and understanding of the world. They communicate their ideas with relevant responses to questions and comments about the giant snails. Consequently, this inspires and motivates children enriching their learning. Younger children confidently chat to staff and one another about their day at school. The majority of staff promote children's communication and language skills very well. However, occasionally, some staff do not always provide enough description of the activities children take part in to extend their vocabulary and thinking skills even further. Staff provide rich and varied activities which enthuse children's learning. As a result, all children develop their creative ideas as they explore and recreate aboriginal art and design under the sea environments for all to enjoy.

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

Relationships between children and the caring staff are strong. Staff support children to form good relationships with each other, resulting in children who are confident and self-assured. Praise, encouragement and the use of a team reward system helps to build children's cooperative skills and self-esteem. Consequently, children are happy and settled in the club. Children arrive after school with staff they are familiar with. Staff talk to teachers at school and pass on any information to parents. This helps to make the move from school to the club very positive for children. Partnerships with parents are good. Staff fully promote children's independence throughout all the activities they experience, including preparing their own snack, managing their personal care needs and providing an environment that promotes their self-selection of activities. In addition, staff make notes of children's suggestions about how the club can be improved, such as changing the names of the different teams to link in with the topics they are investigating.

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

The manager has a secure knowledge of the requirements of the Early Years Foundation Stage and implements them well. The manager is totally committed to improving outcomes for children and monitors the provision to ensure the quality of the provision continually improves. All previous actions have been successfully addressed and all required documentation is kept securely on site. A system of staff supervision has been embedded and is used to implement consistent safety procedures. Furthermore, there are robust recruitment procedures in place. Staff continue their professional development as they attend regular training courses, which helps to promote good outcomes for children. The manager has developed the process of self-evaluation, which is helping to drive improvements further. However, she has not yet fully considered all ways to share and model best practice, for example, through the use of peer observations and evaluations, to continually develop all staff's knowledge and teaching to the highest level.

Setting details

Unique reference number	EY331513
Local authority	Leeds
Inspection number	1000516
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	52
Name of provider	Kaleidoscope Day Nurseries Ltd
Date of previous inspection	13 November 2014
Telephone number	0113 253 4968

The Hilltop Koosh Club was registered in 2006. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The club opens Monday to Friday, from 7.30am until 9am and from 3.10pm until 6pm, during term time and from 8am until 6pm, Monday to Friday, during school holidays.

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