

# Kool Club @ Ane Primary School



Ane Primary School, Main Street, Ane, York, North Yorkshire, YO61 1RT

**Inspection date** 9 June 2015  
Previous inspection date 15 November 2011

<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		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

- Children have excellent opportunities to take on some ownership of the club and assume responsibility for certain tasks, such as taking turns to be the health and safety officer and helping staff complete a risk assessment of the premises. This means children develop responsible and mature attitudes.
- Staff are friendly, welcoming and know each child well. Consequently, children settle well and enjoy their time at the club.
- Staff provide a good range of activities for children. This means children can relax or be active after their day at school, depending on their needs.
- Good attention is given to monitoring and evaluating the quality of the service. Management, staff, parents and children are all fully involved, which means the views of all service users are considered when planning for continuous improvement.
- Partnerships with parents and the school the club serves are good, which means information is shared effectively. This ensures that children's needs, including those with special educational needs and/or disabilities, are known and supported consistently across provisions.

### It is not yet outstanding because:

- Staff do not always fully consider how some children's interests can be supported in the outdoor area.
- The provider's arrangements for monitoring the performance of staff are not yet fully robust.

## What the setting needs to do to improve further

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

- extend the range of resources in the outdoor area, for example, by providing role-play items so children can continue to follow the interests they initiate indoors
- enhance the arrangements for managing the performance of the staff, for example, by making informal supervision meetings more robust and tailored to the individual needs of each member of staff.

### Inspection activities

- The inspector toured the premises and observed staff and children in the school hall and the outside area.
- The inspector met with the manager and nominated person from the committee, and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records and policies.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Diane Turner

## Inspection findings

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

Staff provide a good range of activities for children. Children enjoy choosing freely from resources, such as construction materials and a toy ship, which they use imaginatively. Children can also take part in planned activities if they wish, for example, producing observational drawings of fruit, which links to a topic on healthy eating. As a result, children are motivated to extend their skills in a relaxed manner. Staff confidently support children's physical well-being through vigorous activities, such as engaging them in ball games outside. Children also enjoy running and chasing one another. However, there are fewer opportunities for children who enjoy engaging in quieter activities, such as playing with dolls, to follow their interest outdoors in the fresh air. Staff read stories to children and engage them in conversation as they play. This develops relationships and supports children to become confident communicators and further develop their interest in books. Staff keep parents fully informed about their child's time at the club through discussion at the end of the session.

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

Staff provide a welcoming environment for children and form close relationships with them. Children feel part of the club and have regular opportunities to express their opinions. For example, children can be members of the club council, which meets every half term with the manager and a representative from the management committee. This means children feel listened to and valued. Children behave well because they have secure boundaries and routines so they know what is expected of them. For example, they gather together at the start of the session so the register can be taken. They take responsibility for putting their club membership card in the box when they leave. Children take turns to be the teatime helper, which involves setting the table and asking other children what they would like to eat. Children are provided with nutritious food, such as fresh fruit, toast and bagels, which helps keep them healthy.

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

The manager has a good understanding of the requirements of the Early Years Foundation Stage. She leads the staff team well and has regular contact with the committee who have overall responsibility for the service. This means there is good sharing of information and joint decision making. Clear policies and procedures are in place, including those for the safe recruitment of staff. Most staff are qualified and attend further training to enhance their skills. They have a good understanding of their responsibilities to safeguard children. The manager works alongside staff and regularly observes their practice. She has informal discussions with staff about their performance. However, these arrangements are not yet sufficiently robust to review and raise staff practice even further.

## Setting details

<b>Unique reference number</b>	EY299253
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	861685
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Kool Club Committee
<b>Date of previous inspection</b>	15 November 2011
<b>Telephone number</b>	01347 838427

Kool Club @ Alne Primary School was registered in 2005. It employs five members of childcare staff. Of these, one holds appropriate qualifications at level 6, one at level 3 and two at level 2. The club opens from Monday to Friday during term time. Sessions are from 3.20pm until 6pm. The club also operates on Tuesday, Wednesday and Thursday from 8am until 6pm, for approximately 12 sessions during the summer holidays. The club supports children with special educational needs and/or disabilities.

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