

# The Base Out of School Club



East Ayton Cp School, 3 Moor Lane, East Ayton, SCARBOROUGH, North Yorkshire, YO13 9EW

<b>Inspection date</b>	22 June 2015
Previous inspection date	22 June 2010

<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

- Experienced and well-qualified staff know children well and use their knowledge and experience to complement their learning and meet their individual needs. As a result, children enjoy their time at the club and develop the skills they require to learn effectively in school.
- A well-embedded key-person system helps children to form secure emotional attachments. Consequently, children show they are happy at the club and enjoy the interaction and activities with adults, their friends and other children.
- The self-evaluation process identifies changes needed to continually improve the good service for children and their families.
- Partnerships with parents are well established and used to support children's individual needs well. Parents spoken to on the day of the inspection praised the club highly and said that their children enjoy the good range of activities on offer.
- Staff follow policies and procedures to ensure they provide a safe and inclusive club. These are reviewed regularly to ensure they meet current requirements.

### It is not yet outstanding because:

- Children are not given enough responsibility during routine tasks to develop their independence and self-help skills.
- Managers have not embedded methods of monitoring and improving staff interactions to the highest standard.

## What the setting needs to do to improve further

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

- enhance opportunities for children to take responsibility for routine tasks and to support their growing independence
- monitor the quality of staff interactions and put well-targeted plans in place to raise these to the highest level.

### Inspection activities

- The inspector viewed areas of the premises used by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager, and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at children's records, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

### Inspector

Kerry Holder

## Inspection findings

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

Staff plan activities and provide resources that take children's interests and abilities into account. Children have opportunities to initiate their own play and learning. For example, board games and puzzles are available, which help them develop their number and problem-solving skills. Staff promote children's communication and language skills by asking them a range of questions. Children have access to everyday technology as they confidently use the computers that develop their coordination and thinking skills. The manager understands how the club can support and complement the learning and development requirements of the Early Years Foundation Stage. Children in the early years age group receive good support regarding their learning at school. Staff continue class themes, which means club activities can be planned, helping to extend and complement children's skills in different areas. As a result, children are engaged and enthusiastic learners.

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

Staff are warm and friendly, welcoming children as they enter from the school. Children show good levels of confidence throughout their play activities and daily routines as they access their own resources. The session starts with a healthy meal and the children sit together, chatting about their day at school. However, staff do not involve children with the preparation of snack or allow them to serve themselves. Therefore, opportunities for children to take responsibility for routine tasks and develop their independence are not always fully maximised. Staff promote positive relationships among all children and it is noticeable how older children are willing to learn and play with much younger children. Staff are good role models for the children, and promote good manners and set clear expectations. Children's work is valued and attractively displayed, so that they develop a strong sense of belonging. There are opportunities throughout the day where children are encouraged to engage in physical activity. Children's understanding of healthy lifestyles is further enhanced as they grow their own vegetables in the garden. As a result, children develop a good knowledge of how healthy practices and exercise promotes their overall good health.

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

Staff have a good understanding of the safeguarding and welfare requirements. They are confident in their knowledge of the safeguarding procedures should they have any concerns and, therefore, are able to keep children safe. Staff carefully record children's attendance and know where they are at all times, for example, by accompanying children to the toilet area. Staff carry out daily safety checks of the environment to keep hazards to a minimum. Staff meetings and annual appraisals are in place, and staff are supported to access training as part of continuous development. This leads to the provision of good quality care and education. However, the manager does not robustly monitor staff's practice and the impact of staff interactions to raise these to the highest level.

## Setting details

<b>Unique reference number</b>	EY404973
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	850616
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	23
<b>Number of children on roll</b>	113
<b>Name of provider</b>	The Base Out of School Club Committee
<b>Date of previous inspection</b>	22 June 2010
<b>Telephone number</b>	01723862132

The Base Out of School Club registered in 2010. It employs six members of childcare staff, two of whom hold appropriate qualifications at level 3. The club is open daily during school term times from 8am to 9am and then from 3.10pm to 6pm.

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