

# Fountain out of school club limited



Fountain Primary School, Fountain Street, Morley, LEEDS, LS27 0AW

## Inspection date

28 July 2015

Previous inspection date

3 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

- The manager and staff use play and planned activities well to ensure children are provided with a wide range of experiences that meet their individual interests and complement their learning at school.
- The key-person system is good. The qualified staff skilfully and sensitively help children form secure bonds and attachments. Children's individual needs are met well through effective care practices. Their confidence and emotional well-being are supported well.
- Children develop a good understanding of leading a healthy lifestyle. They enjoy physical play and have access to a well-resourced outdoor area.
- Staff have a secure knowledge of safeguarding. They have attended training and understand their roles and responsibilities to keep children safe.
- Partnerships with the host school and nursery are good. There are effective systems in place to share information regarding children's learning and progress. Partnerships with parents are strong and work well. Parents praise the level of care that staff provide for their children.

### It is not yet outstanding because:

- Occasionally, staff do not address the behaviour of some older children quickly enough.
- Continuous use of the television and stereo system sometimes acts as a distraction and impact on children's ability to listen and concentrate.

## What the setting needs to do to improve further

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

- ensure staff address any unwanted behaviours from older children in a timely manner
- organise the use of the television and stereo system more effectively, to ensure that children's listening skills are not hindered and they are not distracted in their play.

### Inspection activities

- The inspector observed children engaged in activities both indoors and outside.
- The inspector held a meeting with the manager of the setting.
- The inspector took account of the views of children and parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took into account the views of parents spoken to during the inspection and the written views of other parents.

### Inspector

Lindsay Dobson

## Inspection findings

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

All staff hold recognised childcare qualifications and use their knowledge well to provide a good range of activities for children who attend the holiday and out-of-school club. The knowledgeable staff team work alongside teachers in the school and provide continuity for children, which contributes to the good progress they make. Children enjoy their time in the outdoor area. They excitedly play a game of football, shooting the balls into the goal nets. Other children show their artistic ability as they dance with ribbons. Children demonstrate their good independence as they select their own toys and equipment. Staff talk to children as they play and show an interest in what they are doing. They ask them purposeful questions to explore their ideas and understanding. Children confidently respond and are articulate communicators. However, on occasion some children struggle to listen and concentrate and they are distracted in their play, due to the continuous use of the television and stereo system.

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

Children enjoy close, supportive relationships with the caring and sensitive staff, who praise children and build their self-esteem. This supports them to be confident and self-motivated. Children's good health is promoted as they are provided with healthy and nutritious meals and snacks. Staff extend children's understanding of healthy eating through specifically planned activities. Children demonstrate their understanding of the importance of good hygiene practices. They confidently explain to visitors why they must wash their hands before they eat their lunch. Well-planned projects, on topics such as road safety, support children in learning how to keep themselves safe. Overall, children demonstrate good manners and behave well because staff model and reward positive behaviour. Children help to create and display behaviour rules. This develops their sense of responsibility and consolidates their understanding of staff expectations. However, on occasion older children become boisterous in their indoor play and staff do not respond to this quickly enough. This sometimes impacts on younger children's play.

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

The manager and staff use their good knowledge of the Early Years Foundation Stage to provide children with a range of challenging and stimulating activities. There are effective systems in place to evaluate the club and identify areas of strength and weakness. The views of children and parents are taken into account, ensuring everyone has a voice and their thoughts are valued. The manager displays a response to regularly completed questionnaires, so that parents are clear about any improvements and changes made. The manager has addressed the action and recommendation raised at the last inspection. Documentation is now updated, and children have excellent opportunities to learn about differences, cultural diversity and the wider world. The manager follows secure recruitment procedures and staff have regular supervisions. Also, staff receive ongoing support and coaching to improve their personal effectiveness and outcomes for children.

## Setting details

<b>Unique reference number</b>	EY422357
<b>Local authority</b>	Leeds
<b>Inspection number</b>	874428
<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>	40
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Fountain Out Of School Club Limited
<b>Date of previous inspection</b>	3 November 2011
<b>Telephone number</b>	07733983567

Fountain out of school club limited opened in 2010. The club opens Monday to Friday from 7.30am to 9am and 3.15pm to 6pm, during term time. There is a holiday club which is open Monday to Friday, from 7.30am to 6pm. There are six members of staff including the manager, all of whom hold appropriate early years qualifications at level 3.

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