

# Phazers Out of School Club

Brayton Community Centre, Foxhill Lane, Brayton, Selby, YO8 9EL



## Inspection date

Previous inspection date

13 August 2015

5 March 2012

|  |                         |             |          |
|--|-------------------------|-------------|----------|
| <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

- Staff have developed good links with the local primary schools and share relevant information with teachers, which helps to ensure children's individual needs are met. This creates a consistent and complementary approach to children's learning.
- Staff have a good knowledge of the robust safeguarding procedures in place and understand their roles and responsibilities for keeping children safe. Staff know the procedures that they would follow if they had any concerns about a child's welfare.
- Staff praise children effectively, which promotes children's self-esteem to a high level. Children behave well because they understand the club's rules and the staff's expectations of them.
- Children's emotional needs are supported well. They are confident and display a good sense of belonging because of the secure attachments they form with staff.
- Partnerships with parents are well established to ensure children's individual needs are met to a good level. The effective exchange of information promotes children's well-being and learning.

### It is not yet outstanding because:

- Children who prefer to play outdoors are not given enough opportunities to develop their imagination.
- The manager has not embedded methods of 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:**

- provide more opportunities for children who like to learn outside in the outside area to develop their imagination
- implement a system to improve the monitoring of staff interactions with children to raise these to a higher level.

## **Inspection activities**

- The inspector viewed all 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, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

## **Inspector**

Kerry Holder

## Inspection findings

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

The staff provide a good range of activities for children based on their interests and to effectively complement their learning in school. Staff engage with children positively and provide them with opportunities to build on their knowledge and skills. Activities support children of different ages and abilities, which help children develop essential skills for their future and learn from each other. Children are engaged in activities which support their mathematical and literacy skills effectively. Younger children enjoy spending time with the older children and playing together. They take turns when playing games and are able to follow instructions. Children progress well as staff monitor and evaluate the educational programmes to ensure that all areas of learning are covered. Staff complete detailed observations to highlight children's achievements and identify their next steps in learning. This helps children to acquire the skills needed to be ready for the next stage in their learning.

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

Children show good levels of confidence and motivation throughout their play activities and daily routines. Staff speak calmly to children and interact with them in a positive way, reminding them to use their manners and to share resources. Staff gather detailed information from parents on entry to ensure that children's individual requirements are known and understood from the start. Children experience plenty of physical challenge and learn to manage their own risks under the close supervision of staff. Children develop their creativity and imaginations as they choose from the range of resources that staff have supplied. However, occasionally, staff do not plan enough opportunities for children who prefer to play outdoors to develop their imagination and creations further. Staff encourage children to be independent and learn about healthy lifestyles through well-managed daily routines. This contributes towards meeting children's nutritional needs and promotes their well-being.

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

Staff are well qualified and have a good understanding of the requirements of the Early Years Foundation Stage. They work well together and provide a good level of consistency for children. Detailed policies and procedures are successfully implemented to protect children from harm. Staff assess risks regularly to ensure the premises remain suitably safe and secure for children's use. Staff meetings and annual appraisals are in place, and staff are supported to access training as part of their continuous development. This helps to have a positive effect on children's experiences. However, the manager does not robustly monitor staff practice and the impact of staff interactions to raise these to the highest level. The manager and staff use their meetings to reflect on what is working and what needs to improve. This helps staff to identify any changes needed to continually improve the good service for children and their families. Partnerships with external agencies are well established and make a strong contribution to meeting children's needs.

## Setting details

|                                    |                                      |
|------------------------------------|--------------------------------------|
| <b>Unique reference number</b>     | EY252303                             |
| <b>Local authority</b>             | North Yorkshire                      |
| <b>Inspection number</b>           | 860356                               |
| <b>Type of provision</b>           | Full-time provision                  |
| <b>Registration category</b>       | Childcare - Non-Domestic             |
| <b>Age range of children</b>       | 4 - 12                               |
| <b>Total number of places</b>      | 32                                   |
| <b>Number of children on roll</b>  | 73                                   |
| <b>Name of provider</b>            | Phazers Out of School Club Committee |
| <b>Date of previous inspection</b> | 5 March 2012                         |
| <b>Telephone number</b>            | 01757 211 211 or 07432532899         |

Phazers Out of School Club was registered in 2003. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications. The setting opens Monday to Friday from 7.30am until 9am and from 3pm until 6pm, during school term time. During school holidays, sessions from 8am until 6pm.

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