

Scholes Out of School Club



Station Road, Scholes, Leeds, West Yorkshire, LS15 4BJ

Inspection date	21 October 2015
Previous inspection date	29 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Children have fun and they enjoy themselves at the out of school club. They are motivated to take part in a broad range of interesting activities that match their interests and complement their learning in school.
- Children develop their confidence and settle quickly because of the effective key-person system. Their well-being is further supported by the good behaviour and caring nature of the older children.
- The close links with parents and teaching staff in the host school help staff to understand and meet the individual needs of children.
- Staff are enthusiastic, interested in children and they encourage them to share experiences about their school day. This contributes to children developing good social skills and confidence in their communication and language skills.
- With the support of the local authority, staff and committee, the joint managers have worked hard and made considerable improvements since the last inspection. This has had a positive impact on the outcomes for children.
- The managers have started to implement a system to evaluate the provision and have correctly identified areas for improvement which are being actively addressed.

It is not yet outstanding because:

- The managers do not always seek to include the views of parents and children when evaluating the provision.
- Staff do not always support young children to persevere and complete tasks for themselves.

What the setting needs to do to improve further

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

- seek and include the views of parents and children so they consistently contribute to the self-evaluation process
- ensure young children are consistently supported to persevere and complete tasks for themselves.

Inspection activities

- The inspector observed children engaged in a range of activities in the main playroom.
- The inspector observed staff working with the children and discussed the joint observation with the managers.
- The inspector checked evidence of staff's suitability and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector spoke with staff, children and parents at appropriate times throughout the inspection and took account of their views.
- The inspector held discussions with the managers during the inspection and spoke to the representative of the committee.

Inspector

Lindsay Dobson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can recognise the signs and symptoms of possible abuse and they know how to record and report any concerns regarding a child's welfare. Staff support each other well and are led by a positive, experienced and qualified management team. Staff attend training courses to develop their knowledge and use this to further improve the outcomes for children. Actions set at the last inspection have been well met. The committee and managers fully understand their roles and responsibilities and the whole team are clear about the policies and procedures of the club. Additionally, staff now receive regular supervision meetings that provide good opportunities to discuss their performance and training needs. Self-evaluation is now undertaken and following the last inspection staff have been working closely with the local authority support worker. They have completed their focused improvement plan and are now highlighting further ways to improve and develop their provision.

Quality of teaching, learning and assessment is good

Each child has a key-person, who works closely with their parents and the teaching staff in school to ensure that children's individual needs and interests are effectively addressed. For example, they speak to the reception and nursery class teachers each day and also have organised meetings. Teachers share their planning, which club staff use to support and complement children's learning through fun activities. They record observations of children and make sure that important information is passed on to parents and the school. Parents are happy with this approach and say that this contributes to their children's happiness, development and to their own peace of mind. Staff are qualified and have a good understanding of the Early Years Foundation Stage and how to implement this to support what children are learning in school. Overall, staff are skilled in supporting children and their interactions with them are effective. Good continuity and consistency for children and the trusting relationships they develop with peers and staff, help children to feel secure and well prepared as they move on to school.

Personal development, behaviour and welfare are good

Children contributed enthusiastically to the inspection process and said that they enjoy attending the club. They said that there is always lots to do and that they like all of the staff. Children receive tailored care that meets their individual needs. They enjoy healthy and nutritious snacks and they have good opportunities for outdoor play. Children are encouraged to enjoy a healthy lifestyle and they have fun developing their physical skills. The atmosphere in the club is relaxed and welcoming, and children are happy and content. Settling-in sessions are flexible, including the opportunity for a home visit for younger children. This means that children feel secure and develop strong and positive relationships with the staff. Behaviour throughout the session is very good. The older children willingly step in to help younger ones during activities or to engage them in their play. Children are proud of the praise they receive for their help and their acts of kindness. Staff help children learn how to manage their own safety and also to look out for each other.

Setting details

Unique reference number	512500
Local authority	Leeds
Inspection number	1021408
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	40
Number of children on roll	74
Name of provider	Scholes Out of School Club Committee
Date of previous inspection	29 June 2015
Telephone number	07926046233

Scholes Out Of School Club opened in 1993. It is situated in Scholes village on the outskirts of Leeds. The out of school club is open each weekday from 7.30am until 9am and from 3.30pm until 6pm, with the exception of a Monday when the club opens at 2.30pm. Additionally, occasional holiday care is provided from 8am until 6pm. The club employs eight members of childcare staff. Of these, five hold appropriate qualifications at level 3.

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