

# Tranmere Out of School Club



Tranmere Park Primary School, Ridge Close, Guiseley, Leeds, West Yorkshire, LS20 8JJ

<b>Inspection date</b>	6 November 2015
Previous inspection date	20 January 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is outstanding

- The manager and staff review the quality of the provision extremely well. Parents and children provide feedback about the service the club provides. The manager values their feedback and ideas and uses this information to improve the resources and learning experiences for children.
- Staff develop exceptionally caring and trusting relationships with parents. Feedback from parents is extremely positive. They feel that their children benefit greatly from the time they spend at the club and that staff are incredibly supportive.
- Partnerships with the host school are excellent. There are highly effective systems in place to share information regarding children's learning and progress. 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 highly effective. The strong relationships children have with staff contribute to them settling well. Children happily attend each session. Qualified staff ensure children's individual needs are well met. Their confidence and emotional well-being are supported exceptionally well.
- Staff fully understand their role in safeguarding children. The setting is welcoming, stimulating and safe. All necessary steps are taken to protect children's welfare.

## What the setting needs to do to improve further

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

- build on the plans that are in place to enhance children's already very good sense of self-esteem.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the out-of-school club.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Sian Campbell

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The manager and staff team have an excellent understanding of the Early Years Foundation Stage. Safeguarding arrangements are highly effective. Robust recruitment systems are in place to check that staff are suitable to work with children. Staff make it a priority to keep children safe. The club links with the host school and other professionals where appropriate to ensure they keep abreast of the changing needs of children within the club. The staff successfully use their qualifications, knowledge and experience to provide children with high-quality learning experiences. Information about children's development is regularly shared with parents. The manager is highly reflective. Her improvement and training programme raises relevant and precise targets that improve the outcomes for children. For example, her plans show that her next intention is to provide children with even more opportunities to develop their self-esteem and confidence. The manager wants to introduce a system for recognising achievement and success into the club. She has successfully met the recommendations from the last inspection.

### **Quality of teaching, learning and assessment is outstanding**

The quality of teaching is outstanding. All staff have high expectations of children and a thorough understanding of how they develop. Children acquire key skills needed to continue to support their learning and development at school. For example, highly skilled staff continuously model language to children, which develops their vocabulary and confidence with using language. Children take the lead in planning their own play and activities. Staff use the information received from school and from parents to provide activities to support children's identified next steps in learning. This contributes to children's very good progress. Staff are extremely skilled in supporting children to learn about the world beyond their immediate experience. This is because they provide an exceptional range of resources and activities that help children gain a clear understanding of diversity. Children enjoy the opportunities they have to play with the excellent range of resources indoors and in the outdoor area. For example, some work together to build structures out of blocks; they negotiate and share their design ideas exceptionally well.

### **Personal development, behaviour and welfare are outstanding**

Staff are extremely good role models for children. They manage their behaviour very positively and sensitively. Children's emotional well-being is promoted exceptionally well. They develop respect for themselves and each other and behave extremely well. At every opportunity, children are actively encouraged and supported to be independent. For example, staff encourage all children to serve themselves during breakfast and at snack times. Children learn about healthy routines and are extremely confident in their own self-care. Children develop high levels of confidence and self-assurance in new social situations and are developing their knowledge and understanding of the wider community. These care practices help new children settle quickly and develop the confidence to build effective relationships with others.

## Setting details

<b>Unique reference number</b>	EY318901
<b>Local authority</b>	Leeds
<b>Inspection number</b>	856885
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Sarah Rhodes
<b>Date of previous inspection</b>	20 January 2009
<b>Telephone number</b>	01943 875 050 or 07757 789 260

Tranmere Out of School Club was registered in 2006. The club employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The club opens from Monday to Friday during term time only. Sessions are from 7.45am until 8.55am and 3.15pm to 6pm.

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