

SKIDS Club

Seamer & Irton Cp School, Seamer, SCARBOROUGH, North Yorkshire, YO12 4QX



Inspection date 3 February 2016
Previous inspection date 11 August 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 are highly confident and show a lot of independence. The carefully organised environment motivates children to engage in interesting and stimulating experiences. They select their own choice of resource or activity and are keen to request a preference. This enables children to have fun at the club.
- Children are settled and clearly enjoy their time in the club. They have developed positive relationships with staff and formed good friendship groups.
- Partnerships with the host school are well established. Information shared with school teachers ensures that activities and experiences meet children's needs and complement their learning in school.
- Children behave well and display good cooperative skills when playing together. All staff are positive role models as they effectively manage children's behaviour.
- The management team has worked hard to drive secure improvements since the last inspection. They have put into place effective systems for managing children's behaviour, documentation and current training for staff. This has all contributed to raising the quality of children's care and learning.
- Staff make the most of opportunities to extend children's learning through play, discussion and group activities. They have a good awareness of how children learn.

It is not yet outstanding because:

- Staff do not make the best use of opportunities for all parents to contribute information about what their children can do at home.
- The management team gains feedback and views of the provision from parents and children. They are not yet using this information effectively to identify precise priorities for improvement to drive development to the highest level.

What the setting needs to do to improve further

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

- strengthen ways for parents to provide more detailed information about what children do at home that gives staff a better picture of their achievements and interests
- improve the self-evaluation process and ensure accurate priorities for improvement are identified and include the views of children and parents.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She also looked at the club's planning documentation.
- The inspector had a tour of the areas used. She held meetings with the management team at appropriate times during the inspection.
- The inspector checked evidence of the staff's qualifications and training certificates, including evidence of the staff's suitability.
- The inspector looked at the club's self-evaluation form and a selection of risk assessments and policy documents, including the safeguarding policy and procedures.
- The inspector observed children playing and spoke to children and staff throughout the inspection.
- The inspector took account of the views of parents through discussion and their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know the signs and symptoms of abuse and how to record and report any concerns regarding children's welfare. Staff are clear about their responsibilities to protect children to help keep them safe. There are thorough policies and procedures in place, and staff have a good understanding of these. The environment is assessed daily for risks and hazards, which are addressed immediately. The qualified staff team works well together and the majority of members have worked at the club for a number of years. Some staff have recently taken on lead roles and responsibilities, which shows a good capacity to improve further. This shows staff's commitment to the club and has a positive impact on children's care and learning. There are appropriate recruitment and supervision procedures in place to ensure that all staff are suitable to work with children. The provision is reviewed regularly.

Quality of teaching, learning and assessment is good

Children engage in a wide range of activities and freely select games and resources. They welcome staff and friends into their play. Staff join in with the children and encourage and support their interests further. Staff are fully aware of topics and areas of learning, such as phonic of the week at the school. They bring this knowledge of school life into conversations and children's play naturally. Some staff are experienced in working in early years settings and have a good knowledge of how to support younger children's learning. This helps these children to sound out words and supports letter recognition. Staff foster children's literacy, physical development and creativity through fun activities. This helps children to develop the skills needed as they progress on to the next stage of their education. Staff make good use of group time to encourage children to talk and think about what they like, and what they want to do at the club. Staff make links to what children are doing in school and to cultural celebrations. This helps to ensure activities reflect children's interests and the wider world.

Personal development, behaviour and welfare are good

Children visit with their parents to become familiar with the club and the staff. This promotes positive relationships and helps children to settle in the environment. Partnerships with parents are positive. They highly praise the staff and the experiences their children are offered. Younger children enjoy the time they spend with friendship groups and the older children. Staff are good role models. They deploy themselves well and use consistently agreed strategies. This provides clear guidance for children about what is acceptable behaviour. Children develop good balance and coordination skills as they confidently move around a variety of equipment outdoors. They safely negotiate space and move in a range of ways. Staff inspire children to be active and children ask them to join in with their energetic games. This encourages children to gain a good awareness of the importance of physical exercise. Children enjoy a wide range of fresh fruit and vegetables at snack time and manage their own basic hygiene. Staff discuss the importance of hygiene and healthy eating. This helps support children to develop an understanding of a healthy lifestyle.

Setting details

Unique reference number	EY425333
Local authority	North Yorkshire
Inspection number	1025372
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	60
Number of children on roll	147
Name of provider	SKIDS 4 Kids Limited
Date of previous inspection	11 August 2015
Telephone number	0172 386 5655

Skids Club was registered in 2011 and is privately owned and managed as a limited company. It operates within the grounds of Seamer and Irton County Primary School. The club employs seven members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to level 5. The club opens from Monday to Friday all year round. Sessions during term time are from 7.45am until 9am and 3.20pm until 6pm. In the school holidays sessions are from 7.45am until 6pm.

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