

Young Discoverers Before & After School Club



Escrick C of E Primary School, Carr Lane, Escrick, YORK, YO19 6JQ

Inspection date 20 April 2016
Previous inspection date 20 May 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The continuity of children's care and learning is not effectively promoted as partnerships are not consistently in place with the host school and parents.
- Arrangements for performance management do not adequately focus on supporting the quality of staff's practice and identifying training needs to improve the quality of their practice.
- Staff do not always support children's independence because they do not give them enough opportunities to contribute to and make decisions about routine tasks, for example, snack time or the resources they would like to use.
- Self-evaluation has not yet been sufficiently developed to include regular views of parents to clearly identify areas for future development and to improve the learning opportunities for children.

It has the following strengths

- Children form strong attachments with staff who support them to develop a clear understanding of the boundaries of behaviour. Children receive regular praise and encouragement from staff, helping them to feel appreciated.
- Staff are friendly and approachable. They interact well with children and use effective communication skills to support them in their activities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ improve communications with parents and the teachers of the local school, in order to share information that supports the planning of activities and complements children's learning and development	30/05/2016
■ improve performance management to evaluate the effectiveness of staff's practice and to identify staff's training needs, so that the necessary support is provided to strengthen the overall quality of the setting.	30/05/2016

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

- give children more opportunities to contribute their ideas and support their independence further
- use self-evaluation with greater purpose to raise the quality of practice, support children's learning and take account of the views of parents.

Inspection activities

- The inspector viewed all areas of the premises used by the children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector engaged in discussions with the staff and children throughout the inspection at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children. She discussed the club's self-evaluation and the impact this has on the setting.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have attended relevant training and know the procedures to follow if they have any concerns about children in their care. This is further supported by a good range of written policies and procedures that is implemented appropriately within the setting. Suitable vetting checks by the provider ensure staff's suitability. Staff complete regular fire drills to help children learn what the procedure would be in the event of a fire. Staff are deployed appropriately within the setting and ratios are consistently met to maintain children's safety and well-being. Staff have undertaken some mandatory training and supervisions take place. However, management does not adequately focus on training needs or assesses the effectiveness of staff's practice to strengthen the quality of practice in the setting. Methods for evaluating what is working and what needs improvement are developing. However, management does not routinely seek the views of parents in their drive for improvement to raise the quality of practice. However, staff work well together and, overall, the sessions run smoothly, reducing any impact on children's well-being.

Quality of teaching, learning and assessment requires improvement

Staff interact well with children, asking them questions to encourage their thinking. For example, staff discuss with children the models they are making as they use construction materials. This helps to develop children's critical thinking and language skills. Staff encourage children's mathematical development as they use positional language and count. Staff are nearby to encourage children to have a go and to keep trying during activities. This helps to motivate children in their play. However, partnerships with parents and the school that children attend are not well established. Staff do not effectively plan activities that provide complementary learning opportunities to support children's development in school or at home.

Personal development, behaviour and welfare require improvement

Children demonstrate that they are confident and happy. They are developing their social skills as they join in with a variety of activities and enjoy working together on tasks. Older children are supportive of the younger children, ensuring they are fully included in their games. Children confidently approach staff and enjoy talking to them and sharing experiences. Children have daily opportunities to develop their physical skills as they play in the outdoor area. This helps them to be active and take appropriate risks. For example, they have fun playing football in the school field. Staff provide children with a variety of nutritious snacks. This helps children to learn about the importance of a healthy diet and lifestyle. Children show an understanding of good hygiene practices, such as washing their hands before eating. However, staff do not always include children well enough in everyday activities and routines to extend their independence skills.

Setting details

Unique reference number	EY387078
Local authority	North Yorkshire
Inspection number	859015
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 10
Total number of places	28
Number of children on roll	65
Name of provider	Young Discoverers Limited
Date of previous inspection	20 May 2009
Telephone number	07796 265 978

Young Discoverers Before & After School Club was registered in 2009. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications. The setting opens from Monday to Friday, 7.30am until 9am and 3.15pm until 6.15pm, school term time.

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