

Footprints Out Of School Care



Bedale Centre, Bedale Drive, BRADFORD, West Yorkshire, BD6 3ST

Inspection date

21 June 2016

Previous inspection date

6 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- The manager and her team have worked hard to drive secure improvements since the last inspection. They have put into place systems for evaluating the quality of the setting. This all contributes to raising the quality of children's care and learning.
- Children are extremely calm and well behaved. They talk to each other respectfully, share and help each other. Children are motivated and have close relationships with staff. They know the rules and were involved in developing them. Staff expectations are clear and they offer regular praise and encouragement to children. This helps to foster children's emotional well-being and confidence.
- Staff are proactive in developing partnerships with the schools where children attend. They share relevant information with teachers, which helps to ensure children's individual needs are met. Staff successfully provide activities that enhance the children's learning that takes place at school.
- Parents are very complimentary about the quality of experiences offered to their children at the setting. They are confident that children are well cared for by staff.

It is not yet outstanding because:

- The monitoring procedures for staff are not yet focused fully on raising the quality of their practice to an even higher level.
- There are too few opportunities for children to develop their understanding and acceptance of differences between themselves and others in the community.

What the setting needs to do to improve further

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

- strengthen the process for monitoring staff performance and focus more precisely on their training and continued professional development
- provide more opportunities for children to develop their understanding and acceptance of differences between themselves and others in the community.

Inspection activities

- The inspector observed a range of activities, inside and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector observed staff working with the children and discussed the joint observation of practice with the manager.
- The inspector checked evidence of staff's suitability and a range of other documentation, including policies and procedures to safeguard children.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

The management team follows safe recruitment procedures and ensures all staff are suitable to work with children. The arrangements for safeguarding are effective. The provider and manager are familiar with local safeguarding procedures and have developed robust policies and procedures. Staff are qualified and well trained in safeguarding. They are confident and understand their responsibilities for keeping children safe. Staff are provided with regular supervision, which generally helps to develop their effectiveness in working with children. Staff work in close partnership with parents. Staff create observation and assessment records for all the early years children, which helps to support continuity in their learning and development.

Quality of teaching, learning and assessment is good

Children engage enthusiastically and purposefully in their self-directed play. They discuss and make suggestions for activities with staff. Children write their ideas on the planning record displayed on the wall. Staff engage and interact with children very well and get involved in their play, which children enjoy. Staff provide children with a wide range of creative resources. Children skilfully mix paints and discuss the colours they make and use. Staff offer children different ideas and suggestions that extend their understanding of how to mix the different colours. Children play imaginatively with the sand and pretend to make ice cream. Staff join in, pretend to eat them and talk about the flavours that they like. Children play cooperatively together, putting dolls in the prams and sharing dolls clothes. Children of different ages enjoy working together. They share resources and ideas as they think about what they can build using the different construction resources. Children describe the staff as 'really nice' and say that they 'do fun stuff together'.

Personal development, behaviour and welfare are good

Children successfully follow everyday routines. For example, on arrival, they put their coats and bags away. Children are extremely happy in this well organised and stimulating environment. They have positive and close relationships with the staff and with each other. Children make choices within their play. They join in group activities and play with their friends. Children clearly enjoy their time at the setting and display high levels of confidence and motivation. They talk confidently about their day in school and share any worries they have. Children spend time in the garden where they practise gymnastics and play football together with staff. This helps to ensure that children's physical development is challenged and promoted. Staff support children's understanding of healthy lifestyles well. They provide a variety of healthy snacks and freshly cooked meals. Children always have opportunities to help themselves to fruit and water. Children are taught good hygiene routines, for example, hand washing before meals and when using the bathroom. They are encouraged to help with everyday tasks, which gives them a sense of responsibility.

Setting details

Unique reference number	EY451585
Local authority	Bradford
Inspection number	1041612
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 - 14
Total number of places	40
Number of children on roll	44
Name of registered person	Buttershaw Christian Family Centre Limited
Registered person unique reference number	RP905097
Date of previous inspection	6 February 2013
Telephone number	07971 589 251

Footprints Out of School Care was registered in 2012. The setting employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 2.45pm to 6pm during term time. The setting also provides care during every school holiday with sessions from 7.45am to 6pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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