

# Garforth Kids Club

Ninelands Primary School, Ninelands Lane, Garforth, Leeds, West Yorkshire, LS25 1NT



## Inspection date

Previous inspection date

20 April 2016

27 March 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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:

- Supervision sessions for staff are in their infancy and do not focus enough on enhancing the quality of interactions to a higher level.
- The manager evaluates some aspects of the provision. However, there is a lack of commitment to professional development which means action has not been taken to improve staff's knowledge and skills.
- The key-person system the club operates for the youngest children is not always effective in fully supporting children's emotional well-being. On occasions, staff, children and parents are unaware of which member of staff is assigned to a key child.
- During creative activities staff over-direct children and have a pre-determined end result in mind. This does not fully promote children's individual expression.
- When children access the outdoor area, some staff focus too much on supervising children and do not grasp opportunities to join in and extend their play.

### It has the following strengths

- Children behave very positively. They fully understand routines and what is expected of them. They use good manners and they cooperate and work together with friends to achieve tasks.
- Parents are happy with the service provided and find the staff team very approachable. They praise the range of activities which they feel complements their children's day at school and helps to ensure children enjoy attending the club.
- Support for children with special educational needs and/or disabilities is good. The manager works closely with the school to ensure that these children receive the help and support they need to participate fully.

## What the setting needs to do to improve further

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

	Due Date
■ ensure there are robust supervision arrangements that provide the manager and staff with a clear programme of support	20/07/2016
■ establish an effective programme of professional development to develop staff's knowledge, understanding and practice	20/10/2016
■ develop the key-person system for the youngest children to ensure that they have opportunities to form secure attachments and ensure their well-being is fully promoted.	20/07/2016

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

- provide more opportunities for children to express their individuality in creative activities
- encourage staff to make the most of appropriate opportunities to become involved in children's play in the outdoor area, in order to further promote children's achievement and engagement in activities.

## Inspection activities

- The inspector had a tour of the club and discussed how the club operates.
- The inspector accompanied staff on the collection of children from school.
- The inspector spoke with staff, a parent and children during the inspection and observed children at play.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at a sample of children's records and risk assessments, and discussed a range of policies, including safeguarding, complaints and behaviour management procedures.
- The inspector conducted a joint observation with the club manager.

## Inspector

Amanda Forrest

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Risk assessments and rigorous recruitment and induction procedures are in place to check the suitability of all members of staff. Management and staff have a suitable understanding of child protection issues. The manager evaluates some aspects of practice and parents comment favourably about the service. The manager has identified some weaknesses in practice but has not taken action to address these. The team has not engaged in an effective programme of professional development to improve its knowledge, understanding and practice. This has contributed to a decline in the quality of the overall practice. Staff hold an appropriate range of childcare qualifications. The manager has recently introduced supervision sessions for some staff, but these are not yet effective in supporting improvement in staff practice.

### **Quality of teaching, learning and assessment requires improvement**

Children are provided with a range of activities and experiences. They continue to develop the skills they need for their future learning. The activities and experiences provided, generally, complement what they learn at school. Staff help extend children's language and thinking skills, asking questions that encourage them to build on their understanding of the world. Children are praised for their achievements, motivating them to persevere and try harder. They play cooperatively and learn to take turns, for example, while playing computer games and football, and using sensory resources. Older children help younger children understand the rules as they play. Children enjoy taking part in craft activities, such as clay and crown making to celebrate the Queen's birthday. However, children are over-directed and staff have a predetermined end product in mind. This does not fully support children's individuality and expression of creativity.

### **Personal development, behaviour and welfare require improvement**

The club is welcoming. There is a seamless transition from school to the club because some staff also work in the school during the day. A key-person system is in place to support children. However, these links are not always clear for parents and children, and some staff, when asked, are unsure who their key children are. In addition, when the youngest children are collected from school, it is not always their key person who the school links with to support children's emotional well-being. Children learn about a healthy lifestyle through the provision of healthy foods. Staff effectively encourage children's independence at snack times as they choose their own fillings for sandwiches and pour their own drinks. In addition, children have daily opportunities for fresh air. However, when children access the outdoor area, staff take on a supervisory role and miss opportunities to join in children's play and enhance their learning.

## Setting details

<b>Unique reference number</b>	EY311591
<b>Local authority</b>	Leeds
<b>Inspection number</b>	848999
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	137
<b>Name of provider</b>	Garforth Kids Club Ltd.
<b>Date of previous inspection</b>	27 March 2012
<b>Telephone number</b>	0780 3723241 or 0113 2863595

Garforth Kids Club was registered in 2005. The club is open Monday to Friday from 7.30am to 8.50am and 3.30pm to 6pm during term time only. There are eight members of staff. Of these, four hold appropriate early years qualifications at level 3 or above. The club supports children with special educational needs and/or disabilities.

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