

# Spofforth Swallows

Spofforth C of E Primary School, School Lane, Spofforth, HARROGATE, North Yorkshire, HG3 1BA



## Inspection date

Previous inspection date

13 October 2016

18 April 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is inadequate

- Staff do not understand all of the safeguarding policies and procedures, and do not implement these effectively. This specifically refers to the use of mobile phones in the setting.
- The manager holds regular supervision meetings and appraisals with the staff and identifies some professional development targets. However, these are not sufficiently detailed and targeted to bring about the best possible improvements to practice.
- Systems to evaluate the views of parents, in order to inform the club's self-evaluation are not yet embedded.

### It has the following strengths

- The staff team has addressed the previous action and recommendations effectively, making a range of improvements to the club. For example, staff work closely with the teachers from the host school, which has a positive impact on children's learning.
- Overall, staff build friendly and helpful relationships with parents. Information is gathered about children's needs and interests at home. Staff give daily feedback to parents about their children's time at the club to promote consistency of care.
- Children settle easily and form good relationships with each other and staff. Children are greeted warmly and are keen to participate in activities and play with toys. Older children invite new and younger children to join in with their games.
- Children effectively learn to respect and celebrate each other's differences through a good range of activities. Staff effectively teach them about people and communities in the wider world.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

#### Due Date

- |  |            |
|--|------------|
| ■ ensure that staff understand the safeguarding policies and procedures, and implement them effectively with specific regard to the use of mobile phones in the setting. | 11/11/2016 |
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### To further improve the quality of the early years provision the provider should:

- improve the way in which the professional development of staff is used to identify their specific training needs and focus on improving practice
- refine self-evaluation systems and actively seek and evaluate the views of parents to help support continuous improvement.

## Inspection activities

- The inspector observed the quality of children's activities and completed a joint observation with the provider.
- The inspector held discussions with the manager, provider and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and qualifications, the club's self-evaluation and relevant policies and procedures.
- The inspector took account of parents' views from her discussions with them during the inspection and from their feedback to the provider.

## Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Some staff are unclear about all of the safeguarding policies of the club. This specifically refers to the club's use of mobile phones policy. They fail to prevent people using mobile phones when collecting children. Therefore, children's safety is compromised. However, staff are confident in recognising the signs that may cause concern for a child's welfare and know the reporting procedures to follow. They are aware of their duty to prevent children from being drawn into situations which put them at significant risk of harm. The manager has developed her process for self-evaluation. Despite this, systems to include the views of parents in this process are still in their infancy. The manager holds regular supervision meetings and appraisals with the staff and identifies some professional development. However, these are not sufficiently detailed and targeted on raising the quality of practice to ensure that they bring about the best possible improvements. Parents are happy with the care that staff provide and say their children enjoy their time at the club.

### Quality of teaching, learning and assessment is good

Staff know the children well and use what they know to plan activities to interest them. They evaluate activities to see if they meet children's needs and whether they are enjoyed. This helps staff to build on children's play opportunities. Children in the early years age range have a key person who cares for them. This helps them to develop secure relationships with staff. Children can continue with their learning from school if they want to. For example, they access resources to practise their writing. Staff use different strategies well, such as modelling new language and asking open-ended questions, to engage children in meaningful and interesting conversations. Children develop their creative skills and enjoy a range of craft activities that builds on their concentration and imagination. For example, they particularly enjoy putting on a puppet show for the younger children. The outside area provides opportunities that help to promote children's physical skills and confidence very well. For example, they develop their upper body strength as they swing on the bars and balance on the beams. Children talk positively about their experiences in the club. They say that when they are in the club, 'Everyone is your friend'.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management compromise children's safety and well-being. That said, children, including those who speak English as an additional language and those who have special educational needs or disability, develop a sense of belonging in the club. They know where to hang their belongings and speak to staff with confidence. Children are independent and select which resources they would like to play with. Staff act as positive role models for behaviour and provide consistent rules and boundaries. Children behave well and play cooperatively. They demonstrate a clear understanding of the expectations with regard to sharing and taking turns. Mealtimes are social occasions where the staff sit with children and promote the use of good manners and self-care skills. Children have good appetites and enjoy eating healthy snacks and meals. This helps to support their good understanding of health and well-being.

## Setting details

<b>Unique reference number</b>	EY476826
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1058583
<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>	30
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Sharon Mary Hoskin
<b>Registered person unique reference number</b>	RP513957
<b>Date of previous inspection</b>	18 April 2016
<b>Telephone number</b>	01937 590655

Spofforth Swallows was registered in 2014 and is based in Spofforth C of E Primary School, near Harrogate. The out-of-school club employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, including one with a qualification at level 4. The club opens from 3.15pm to 6.15pm on Monday to Friday during school term times. The holiday club runs on Monday to Thursday, 8am to 6.15pm. The club supports children who have special educational needs or disability and those who speak English as an additional language.

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