

# Young Discoverers Before & After School Club



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

<b>Inspection date</b>	24 January 2017
Previous inspection date	20 April 2016

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	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 provider have worked hard since the last inspection to make the required improvements. In particular, they have developed excellent communication with the host school.
- Children's behaviour is extremely good. Staff give them plenty of notice before a change of activity, such as going outdoors. This helps children to follow routines, boundaries and know what is expected of them.
- Parents are really pleased with the quality of provision, which they say has helped children to develop their confidence.
- The manager is an excellent role model and key person for the youngest children. He leads the staff team well, creating a warm and welcoming environment.
- Staff organise the environment and themselves very well. This helps children to settle extremely quickly into their play and activities and ensures no time is wasted.
- Children have plenty of opportunity to develop their physical skills. They enjoy football and chasing games outdoors. They also develop their imaginations, recreating familiar roles and experiences.

### It is not yet outstanding because:

- The provider has not precisely evaluated staff practice to identify training opportunities to help raise the quality of provision to an even higher level.
- Sometimes, staff do not fully support the youngest children to consider the needs of others during their play.

## What the setting needs to do to improve further

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

- strengthen the evaluation of staff practice to identify training opportunities and help raise the quality of provision to an even higher level
- support the youngest children even further to consider the needs of others during their play.

### Inspection activities

- The inspector observed the activities indoors and outdoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the club manager.
- The inspector held a meeting with the club manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to the early years teacher, headteacher and four parents during the inspection, taking account of their views.

### Inspector

Jill Roberts

## Inspection findings

### Effectiveness of the leadership and management is good

The provider has made great strides to improve the way that parents and children contribute their views and opinions about the club. Children make many decisions throughout their session, expressing their opinions and preferences. Parent feedback is regularly sought and given through daily discussions and written comments. Parents also receive regular newsletters. This helps to keep them up to date with any changes, improvements and events. The arrangements for safeguarding are effective. The provider has created a culture of vigilance. All staff pay close attention to children's individual health needs. They follow care plans and minimise potential risks in the environment. Staff have all completed recent training in child protection. They can describe what signs may alert them to concerns about a child's welfare. Procedures for reporting concerns are clearly understood. Staff are confident in the actions they would take in line with local safeguarding procedures. These measures ensure children's good health, safety and well-being are consistently well promoted.

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

Staff provide children with high levels of interaction and support during their play and activities. They ask a range of questions and listen carefully to each child's answer. They ask supplementary questions based on what children say and do next. At the same time they encourage children to work things out for themselves. Staff make good eye contact with children as they talk to them about their play and activities. Children develop good language and communication skills. Staff support this well, giving children plenty of time to talk and explain what is happening. Children demonstrate good levels of concentration and motivation. Staff use their experience, knowledge and skills well. They complement children's learning taking place in school. For example, children link sounds to letters, naming and sounding letters of the alphabet. Staff also develop children's mathematical understanding. They ask children questions, such as which is the slowest and fastest toy during play with construction toys. Children who speak English as an additional language are supported well. Staff use key phrases, in their home language, when speaking to them. Staff respond quickly as older children start to play the piano, finding music for them to accompany.

### Personal development, behaviour and welfare are good

Children develop their independence. They choose from a wide variety of resources and have favourite activities which are always available, such as drawing and colouring. Staff use strategies consistent with those used at school to effectively promote positive behaviour. The manager spends time each day communicating directly with the early years teacher. He receives and passes on information. This helps to make sure that children's emotional needs are supported. The manager gets to know children and parents when children start in the club. Sometimes, this involves making visits to the child and their family at home to gather more information. Parents particularly like the opportunities that younger and older children have to mix together. They comment that this helps to develop children's self-esteem and confidence. Children help to organise and prepare healthy snacks. They also use this time to socialise and develop their friendships.

## Setting details

<b>Unique reference number</b>	EY387078
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1058383
<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>	4 - 11
<b>Total number of places</b>	38
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Young Discoverers Limited
<b>Registered person unique reference number</b>	RP904220
<b>Date of previous inspection</b>	20 April 2016
<b>Telephone number</b>	07796 265 978

Young Discoverers Before & After School Club was registered in 2009. It is owned and managed by Young Discoverers Limited. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. The club opens Monday to Friday. Sessions are from 7.30am until 9am and from 3.15pm until 6.15pm, during school term time.

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