

Lower Wortley KOOSH Club



Lower Wortley Primary School, Lower Wortley Road, Leeds, West Yorkshire, LS12 4PX

Inspection date	24 February 2017
Previous inspection date	17 September 2013

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

- Secure relationships with the school help to ensure that detailed information about children's care is shared. This contributes towards continuity in children's learning and development.
- Staff use regular praise and encouragement to help children feel appreciated and self-assured.
- Staff have regular supervision meetings and take part in training opportunities. This helps to result in a skilled staff team that promotes children's learning as well as their emotional and physical well-being.
- Staff have a clear understanding of their responsibility to work in partnership with parents. They provide parents with verbal feedback on a daily basis. This helps to keep them informed about their children's activities, achievements and welfare.
- Staff interact positively with children. They engage well, which motivates children to learn through play.

It is not yet outstanding because:

- Methods for all parents to contribute to the club's evaluation of practice so they can give their ideas for future developments are not highly effective.
- On occasions, some staff overlook signing children out of the setting when they leave, but instead do this later. This is not following the club's procedure robustly and has the potential to lead to uncertainty about which children are present.

What the setting needs to do to improve further

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

- strengthen the system for self-evaluation so that all parents' views are considered when evaluating and reflecting on practice and when considering future improvements
- strengthen practice across the club, particularly in relation to the consistent implementation of all policies and procedures by all staff.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the senior of the club.
- The inspector held a meeting with the senior. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector viewed all areas of the premises used by children.
- The inspector checked the qualifications of staff working with children and discussed the club's self-evaluation and the impact this has on the setting.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff know the procedures to follow if they have any concerns about children's welfare. The supervisor and staff complete written risk assessments and daily checks to ensure children are provided with a safe and secure environment. The well-qualified staff team shows a commitment and enthusiasm for their role. The self-evaluation process identifies changes needed to continually improve the good service for children and their families. The supervisor and staff communicate effectively on a daily basis to reflect on their practice and address any issues or concerns. The supervisor has begun to observe staff on a regular basis. She provides them with feedback to promote their professional development.

Quality of teaching, learning and assessment is good

Staff establish what children are learning at school and then plan and provide additional opportunities to support these interests. Observations of children's interests are kept, which supports staff to understand the activities they enjoy and shows the progress they are making. This helps to complement children's learning in school. Staff interact well with children and engage them in constant discussion. For example, they ask questions to encourage children to think. In addition, this helps to support children's communication and language development. Children in the early years age group mix with the older children throughout the session and show that they are happy and confident. Staff introduce children to use early mathematical language and skills through counting during everyday routines and activities. For example, they count toy fish as they play in water. Children explore simple programs on the computer. This promotes their knowledge of technology and, through play, reinforces their learning at school. Children respond very well to routines. For example, children quickly join the supervisor at registration time when they sit together and talk about the session ahead.

Personal development, behaviour and welfare are good

Staff speak calmly to children and interact with them in a positive way, reminding them to use good manners and to share resources. Staff are good role models and they demonstrate clear expectations for children's behaviour. This helps children to act appropriately. Examples of children's own work are displayed around the environment, which gives them a sense of self and belonging. Staff use mealtimes to teach children about healthy eating and the importance of good personal hygiene. Staff and children sit together for snack and engage in discussions and interesting conversations. This helps children build good relationships with all staff and their key person. Children show excellent independence skills as they make sandwiches with their choice of ingredients. Children have good opportunities to be physically active. For example, they run around the large playground and play football games.

Setting details

Unique reference number	EY315328
Local authority	Leeds
Inspection number	1064789
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 - 11
Total number of places	32
Number of children on roll	65
Name of registered person	Kaleidoscope Day Nurseries Limited
Registered person unique reference number	RP907102
Date of previous inspection	17 September 2013
Telephone number	07707 664103

Lower Wortley KOOSH Club was registered in 2005. The club employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including the club supervisor with level 6. The club opens from Monday to Friday, term time only, from 7am to 8.55am and from 3.10pm to 6pm. During school holidays, sessions are from 8am until 6pm and run from a different location.

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