

Mini Beast Out of School Club



10th Airedale Scout Hut, Scout Association, New Road, Yeadon, Leeds, LS19 7HW

Inspection date

5 July 2017

Previous inspection date

21 May 2014

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

- Children engage in many activities that help them to cooperate with others, share and take turns well. Staff are positive role models. Children are polite and understand the club rules. They listen well and respond to adults and each other appropriately.
- Staff provide children with a wide range of fun and enjoyable activities. Staff interact well with children and have a good understanding of their interests and needs. Children describe how they enjoy their time and love coming to the club.
- Partnership working with parents is good. Links with the host school and parents is robust. This complements children's learning and experiences successfully.
- Staff work well together and have a good understanding of their role in complementing children's learning and development. They join in with the children as they play and demonstrate a genuine interest and passion for their work.

It is not yet outstanding because:

- Staff have not fully developed the environment to provide opportunities for children to fully rest and relax.
- Although the manager evaluates the provision well, she does not routinely encourage parents and children to contribute their views and ideas, to make further improvements.

What the setting needs to do to improve further

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

- improve the organisation of the environment, to provide more opportunities for children to rest and relax
- encourage parents and children more to contribute their views and ideas to the self-evaluation process to make further improvements.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including the safeguarding policy, children's learning records, staff qualifications and their Disclosure and Barring Service checks.
- The inspector spoke to a group of parents during the inspection and took account of parents written views.
- The inspector spoke to staff and children throughout the inspection. She toured all areas of the setting.

Inspector

Jane O'Callaghan

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff know what procedures to follow if they have any child protection concerns. They work well with the host primary school to ensure they keep children safe and fully protect their welfare. The manager is fully aware of what to do if there was an allegation against a staff member. The manager carries out ongoing suitability checks for staff. She supports them well during supervision, appraisal meetings and completes regular observations of their practice to develop their skills. This helps to ensure that they are suitable to work with children. Staff consistently assess risks and complete regular headcounts, to ensure all children remain fully supervised and arrive safely at the club base. The dedicated manager is committed to driving further improvement and works closely with other out-of-school clubs and the local authority, to identify areas for improvement. Staff have very good relationships with parents. They speak to them daily and exchange general care information about their child's day. Parents comment that they are very happy with the service provided.

Quality of teaching, learning and assessment is good

Staff know children well as many of them hold other roles during the school day, working closely with teachers at the host school. Staff use their good knowledge of children's learning at school to help build on what children already know. For example, staff use the school's topics in activities at the club. This consistent joined-up approach helps to consolidate children's learning successfully. Children have access to a wide range of resources and confidently make independent choices in their play. They are keen to make octopuses that they carefully cut out after colouring. Staff ask good questions to encourage children to think about where octopus live and how many tentacles they have. Children quickly realise that they have made only six tentacles, and tell staff they need two more to make eight. This supports children to count accurately during play and they enjoy using their mathematical knowledge.

Personal development, behaviour and welfare are good

Staff use the key-person system effectively to build close relationships with children. They spend time observing children particularly when they first start, to get to know their personal needs, personalities and interests. They use this information successfully to help children settle and meet specific medical needs effectively. Staff place a good focus on helping children feel part of the group, such as celebrating birthdays. Children know how to keep safe as they walk to and from the club and learn about healthy eating. Snack time is a social occasion and children are given the time and space to chat with their friends about their interests. Children have free access to the outdoor play area, where they enjoy throwing bean bags to each other. Older children show younger children how to play with hoops and support them as they practise. Children put toys away and freely choose what they would like to play with. They readily help themselves to fruit throughout the session and serve themselves at mealtimes. This encourages children's independence skills and confidence well.

Setting details

Unique reference number	EY364333
Local authority	Leeds
Inspection number	1088037
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	40
Number of children on roll	76
Name of registered person	The Minibeast Club Ltd
Registered person unique reference number	RP911537
Date of previous inspection	21 May 2014
Telephone number	07507 169478

Mini Beast Out of School Club registered in 2008. The club employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above, including one member of staff who has qualified teacher status. The setting opens from Monday to Friday, term time only. Sessions are from 7.30am to 8.50am Monday to Friday. They open from 3.20pm to 5.30pm Tuesday to Thursday, and until 6pm on Monday and Friday.

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