

Child Seasons Out of School Club



Kerr Mackie Primary School, Gledhow Lane, LEEDS, LS8 1NE

Inspection date	26 January 2018
Previous inspection date	6 January 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

- Staff understand how to support children's learning and promote their well-being. They are enthusiastic and are consistently engaged in activities with children. Children of all ages benefit from positive interactions with staff and they enjoy their time in the club.
- An effective two-way flow of information with school teachers helps to provide a cohesive approach to meeting children's needs. Staff in the club use this information to complement the learning experiences children have in school.
- Parents are very pleased with the levels of care and the range of activities provided in the club. They feel assured that their children are happy and safe and commend staff for being very friendly and approachable.
- Children demonstrate a sense of belonging and ownership of the club. An effective key-person system supports younger children well and they settle quickly into the group.
- The provider aspires to provide the best possible care for children. She works closely with staff, parents and children to review all aspects of the provision. Together, they identify ways to enhance the already good practice in the club.

It is not yet outstanding because:

- Large-group activities are not always organised well enough to ensure that all children have the opportunity to fully take part. This means some children do not benefit as well as others from the skilful interactions with staff.
- Occasionally, children do not pay attention to their peers and consider one another's ideas and opinions.

What the setting needs to do to improve further

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

- help all children to fully participate and benefit from the good-quality interactions with staff
- encourage children to consistently value the contributions, opinions and ideas of their peers and support them to develop even better listening and cooperation skills.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities in the main room and sports hall and the interactions between staff and children.
- The inspector held discussions with the provider, club leader and other staff at appropriate times during the inspection. She looked at relevant documents, including evidence of the suitability checks carried out on staff.
- The inspector carried out a joint observation of an activity with the provider.
- The inspector talked with children during the inspection. She also spoke to a number of parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The provider has established effective arrangements to supervise and support staff. They have regular opportunities to discuss any concerns and share ideas for developments. Most staff are qualified and all are committed to building on their skills, which contributes to the club's strong capacity for continuous improvement. Safeguarding is effective. The provider shares updates and identifies further training that helps staff to keep abreast of changes to safeguarding legislation. Staff are confident about procedures to protect children and know how to report concerns about a child's welfare. Children are encouraged to think about risk and take some responsibility for their own safety and that of others. They show a good understanding of safety rules. They are encouraged to be aware of younger children when playing football. Parents praise the good communication from staff. They have regular opportunities to share information from home.

Quality of teaching, learning and assessment is good

Staff provide an environment which is well resourced and presented. They respond to children's choices of activities and deploy themselves effectively in order to support children as they play. Staff and children plan special, focused activities together. This means children's interests are incorporated and they are keen to join in, helping to build their enthusiasm to learn. Staff include a weekly baking or cooking activity because children enjoy these very much. Children become immersed in activities, not wanting to leave when parents arrive. Children enjoy showing staff what they have achieved in school. They show how they have learned to add written captions to pictures they draw. Staff extend such shared experiences well. They ask questions about children's pictures, encouraging them to use descriptive language. This helps to reinforce what children have learned in school and supports their literacy skills and language development well.

Personal development, behaviour and welfare are good

Staff carefully observe new children to ensure they settle well and feel emotionally secure. Children arrive full of enthusiasm and warmly greet staff and their friends. They benefit from plenty of praise and attention, showing high levels of confidence and self-esteem. They are proud to show their work to staff. Staff teach children about healthy lifestyles. They discuss the importance of including fruit and vegetables in their diet as they make fruit kebabs. Children eagerly try new fruits and talk about ways to stay healthy. Staff are excellent play partners with children as they take part in competitive sports. Children discuss how exercise affects their bodies and helps them to be stronger and healthier. They are very independent. They readily tidy up after activities and enjoy the responsibility of preparing snacks and clearing up afterwards. Children are fully aware of staff expectations. They accept direction and behave well. Older children are a good example to younger children and often remind them of the rules in the club.

Setting details

Unique reference number	EY467478
Local authority	Leeds
Inspection number	1102672
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 - 10
Total number of places	35
Number of children on roll	52
Name of registered person	Zainab Anna Shahin
Registered person unique reference number	RP514653
Date of previous inspection	6 January 2014
Telephone number	07523906792

Child Seasons Out of School Club registered in 2013. The club opens Monday to Friday from 3.15pm until 6pm, during term time only. The club employs four members of staff. Of these, two hold appropriate early years qualifications at level 3.

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