

# Time Out

St Margaret's C of E School, Town Street, Horsforth, Leeds, West Yorkshire, LS18 5BL



<b>Inspection date</b>	20 March 2018
Previous inspection date	15 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager implements effective recruitment and induction procedures. She regularly checks the ongoing suitability of staff to ensure they are suitable to work with children.
- Staff successfully communicate with parents on a daily basis to keep them well informed about their children's time at the setting. Parents are very happy with the provision on offer and speak highly of the staff team.
- Children of all ages are clearly familiar with the daily routine and develop a strong sense of self and belonging. Staff actively encourage children to make their own choices and decisions and to lead their own play.
- Staff provide children with a varied selection of healthy snacks and support them to complete small tasks for themselves. Children easily prepare their own food and pour their own drinks.

### It is not yet outstanding because:

- The manager does not make the best use of self-evaluation to identify highly focused priorities for improvement to enhance future experiences for children.
- Staff do not always share sufficient information with teachers from the host primary school to enable them to fully establish a complementary approach to children's activities.

## What the setting needs to do to improve further

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

- strengthen self-evaluation systems and devise precise targets for future development to help maintain continuous improvement
- extend information sharing with teachers from the host primary school that fully complements children's experiences.

### Inspection activities

- The inspector viewed all areas of the setting accessed by children and observed play opportunities.
- The inspector carried out a joint observation with the manager and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

### Inspector

Rachel Enright

## Inspection findings

### **Effectiveness of the leadership and management is good**

The arrangements for safeguarding are effective. Staff are confident to discuss the procedures to follow if they have any child protection concerns. They are knowledgeable about possible signs and symptoms of abuse and neglect. Furthermore, the manager has a good understanding of her role as lead practitioner for safeguarding. Staff carry out daily checks on the indoor and outdoor areas to ensure children are kept safe and secure at all times. The manager involves staff in appraisal meetings to give constructive feedback about their practice and to identify their training needs. This helps to support staff in their professional development. Staff work well as a team and are fully aware of their daily responsibilities. For example, they communicate via a walkie-talkie system throughout the session to ensure they are deployed efficiently within the environment.

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

Staff interact positively with children and get down to their level. They provide children with a wide range of interesting activities to support them to enjoy experiences. Younger children concentrate well and show focus as they thoroughly enjoy expressing their art and design skills and developing their creativity. For instance, they use a broad selection of craft materials to make their own fabric animals. Older children extend their imaginations and act out their own stories during construction activities where they build various models and structures. Staff effectively promote children's communication and language skills. They engage children in purposeful conversations with their peers and skilfully ask questions to develop their thinking and problem-solving skills. Children eagerly talk about their day at school and begin to link their play to real-life experiences.

### **Personal development, behaviour and welfare are good**

Children are happy, relaxed and content and freely explore their surroundings. This makes a good contribution to their emotional well-being. Resources are high quality and are regularly rotated to suit children's individual interests and preferences. Staff ensure children have numerous opportunities to engage in outdoor play. This helps to enhance their physical development and allows them to be active and energetic. For example, younger children negotiate space well and easily manoeuvre around other resources and equipment while using ride-on toys. Older children show enthusiasm as they play group games and learn about the importance of teamwork and cooperation. Children of all ages develop good levels of independence and self-care skills and follow effective hygiene practices. Staff provide children with clear guidance and simple explanations to support them to fully understand behavioural boundaries. Children's behaviour is good. Staff offer frequent praise and encouragement to children to build their self-esteem and assurance.

## Setting details

<b>Unique reference number</b>	EY310467
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1104372
<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>	40
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	Time Out Committee
<b>Registered person unique reference number</b>	RP525680
<b>Date of previous inspection</b>	15 September 2014
<b>Telephone number</b>	0113 214 4824

Time Out registered in 2005. The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday from 7.30am until 8.45am and from 3.15pm until 5.45pm, during school term time.

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