

# Footprints Out Of School Care



BEDALE CENTRE BEDALE DRIVE, BRADFORD, WEST YORKSHIRE BD6 3ST

<b>Inspection date</b>	22 February 2019
Previous inspection date	21 June 2016

<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 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 develop positive relationships with staff. Staff create an accessible and safe indoor learning environment which is relaxed, fun, friendly and stimulating. Staff interact well with children. They effectively reinforce the skills children require for their future learning as they move through primary school and beyond.
- Staff are good role models. They encourage children to develop essential social skills and this is reflected in children's positive and respectful behaviour. Children enjoy linking up with one another during activities, sharing ideas and playing collaboratively. They show good independence.
- The manager, in close consultation with the provider, evaluates and monitors practice well. This includes staff's performance. The provider uses a good variety of self-reflection tools to help inform improvements. Children and parents are encouraged to share their views, for instance, through questionnaires and a suggestion box.
- Staff effectively promote children's safety and physical well-being and give them clear messages about the importance of keeping themselves safe and healthy.
- The effective deployment of staff enables children to choose to move freely between indoors and outdoors.
- Staff do not consistently gain purposeful information when children first start at the club to gain clear information about their individual needs and interests. Subsequently, children's key persons do not optimise information sharing with parents.
- Staff plan a broad range of interesting and educational outings during the school holidays to complement children's experiences. However, where children have a preference to play outdoors, staff do not make best use of the club's outdoor play area.
- Staff do not consistently share precise information with staff from the school's Reception class to fully support children's moves between settings or to complement their experiences.

## What the setting needs to do to improve further

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

- build on the information gathered from parents when their children first start at the club with greater success and strengthen subsequent communication between parents and their children's key persons to enhance continuity of care for children
- provide a wider and richer range of accessible resources and activities in the club's outdoor area for children who prefer to play outside
- strengthen information sharing with staff from the school's Reception class, to promote greater continuity in children's individual care and complement the experiences they receive.

### Inspection activities

- The inspector observed a range of activities, inside and outdoors.
- The inspector spoke to the manager, the nominated individual for the organisation, members of staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector observed staff working with the children and discussed the joint observation of practice with the manager.
- The inspector checked evidence of staff's suitability and a range of other documentation, including policies and procedures to safeguard children.

**Inspector**  
Rachel Ayo

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Access to the club is stringently monitored and all staff have regular child protection training. Staff are vigilant about promoting other aspects of children's safety. For example, alongside constant supervision, they have parental controls on the club computer. They also block access to certain online content, such as popular video-sharing websites. Staff use other initiatives, such as a display board about safety, to reinforce to children how they can keep themselves safe. All staff work at the organisation's sister nursery. Their knowledge, skills, qualifications and further training have a positive impact on their practice. This is informed, for instance, by children's individual needs, targets set within staff's supervisory meetings and a training needs analysis. The provider and staff use a variety of sources of information to keep up to date with changes and identify areas for development, such as a new gardening plot.

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

Staff constantly evaluate sessions to help inform their planning of future activities, which is generally successful. They also regularly review activities so that programmes are always changing and uniquely planned for each school holiday. Staff help children to recall and reflect on their time at the club. For example, they create memory booklets which contain observations and photographs and children's emerging interests and achievements. Children are eager to join in and have a positive disposition. They enjoy staff's enthusiastic and effective interactions, for instance during arts and crafts activities. Staff follow children's creative ideas and interests and model how to do things. This helps to sustain children's motivation and engagement. Children confidently think of different ways to do things and solve problems. Staff reinforce children's early literacy skills during such activities. For example, they support children to write their name on their picture and encourage them to sound out letters. Staff use spontaneous opportunities to build on children's learning. For example, they suggest making a kite using a carrier bag and string, in response to the windy weather.

### Personal development, behaviour and welfare are good

Children enter the club happily and readily hang up their coats. Staff help to foster children's self-esteem and confidence. For example, they use a lots of positive words to praise and encourage children. They also celebrate children's achievements, such as awards gained outside of the club. Children help to devise the club rules, which staff display as a reminder around the room. Staff reflect positive images of diversity in the club and teach children about their own and others' special celebrations. This helps children to appreciate difference. Children are involved in making their own healthy teatime meals, such as wraps. They also help to prepare home-cooked meals, such as meat and potato pie. Staff plan activities that help to reinforce further messages to children about being healthy. For example, children visit a medical museum where they learn about the human body. Children have ample fresh air and exercise. They enjoy a variety of visits, such as they go bowling and visit the woods to re-enact a favourite story about a bear hunt. Children are also involved in initiatives run by their local park, such as gardening and making bird feeders.

## Setting details

<b>Unique reference number</b>	EY451585
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10075249
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 12
<b>Total number of places</b>	40
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Buttershaw Christian Family Centre Limited
<b>Registered person unique reference number</b>	RP905097
<b>Date of previous inspection</b>	21 June 2016
<b>Telephone number</b>	07971 589 251

Footprints Out Of School Care registered in 2012. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, all year round. Sessions are from 2.45pm to 6pm during term time. During the school holidays, sessions are from 7.45am to 6pm.

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