

# Lord Deramores After School



Lord Deramore's Primary School, School Lane, Heslington, York, North Yorkshire YO10 5EE

<b>Inspection date</b>	15 July 2019
Previous inspection date	29 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 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 engage daily with school staff, which strengthens the relationship and promotes information sharing with parents. This complements children's learning.
- Parents receive ongoing information about their children's learning and development. This enables parents to support children's learning at home.
- Children respond well to the club's rules and routines. They understand the behavioural expectations and display excellent behaviour.
- Children are confident and form good relationships with their peers. Staff are friendly and have positive, nurturing relationships with the children.
- Despite water being provided, staff do not always consistently remind children to stay hydrated on hot days.
- Self-evaluation does not always focus sharply on the strengths and weaknesses of the club, in order to identify the priorities for the setting.
- Children enjoy play outdoors, as staff provide a well-planned, attractive environment where children can access a range of activities.
- Staff help children to learn about keeping themselves safe through a variety of activities, such as assisting staff with visual risk assessments before outside play.

## What the setting needs to do to improve further

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

- develop the use of self-evaluation to clearly identify specific areas for improvement, to enhance children's experiences at the setting
- extend opportunities for children to recognise the importance of drinking water, particularly when engaging in physical activities.

### Inspection activities

- The inspector observed activities indoors and outdoors, and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector looked at a range of documentation, including evidence of the suitability of adults working on the premises and a sample of the written policies and procedures.
- The inspector took account of the views of parents who provided written and verbal feedback.
- The inspector looked at a sample of children's records and discussed the systems for planning children's play experiences.

#### Inspector

Dawn Woodhouse-Wykes

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. For example, all staff know what to do if they have concerns about a child's welfare and are aware of possible signs and symptoms of abuse. Robust policies and procedures are in place and a thorough induction is completed to ensure all staff are aware of these. The manager carries out regular supervisions with staff and peer observations enable staff to share good practice ideas. Staff are supported in accessing training to contribute to their professional development. The environment is thoroughly assessed to identify any risks and visual checks are completed daily. Staff are well deployed, which ensures children are supervised effectively. They use equipment such as walkie-talkies to ensure children's movements and whereabouts are known at all times.

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

Children quickly settle into routines and activities on their return from school. Staff know the children well and provide a wide range of activities, which follow children's interests. Staff encourage children to extend their physical development, freedom and movement well. For example, children enjoy playing cricket and badminton. Children demonstrate high levels of creativity and are able to engage in art and craft activities, even when outside. Children are extremely proud of the pineapples they make and excitedly show these to parents. Staff support children's communication and language skills well. They constantly talk about the children's experiences at school and at home. Children are able to sit quietly with books, as staff are aware some children want to relax and unwind.

### Personal development, behaviour and welfare are good

Staff focus on children's emotional well-being and resilience. They ask children about their day and encourage them to talk about any worries they may have. For example, those children moving on to the next steps in their learning are encouraged to talk about their feelings about this transition. Staff model good behaviour and engage and listen to children. Children have excellent manners and there is a caring and close relationship with staff. Children enjoy sitting together and socialising during snack time. Staff talk about the importance of healthy eating and remind children not to walk around with food.

## Setting details

<b>Unique reference number</b>	502006
<b>Local authority</b>	York
<b>Inspection number</b>	10069932
<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 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Lord Deramores After School Committee
<b>Registered person unique reference number</b>	RP518361
<b>Date of previous inspection</b>	29 September 2014
<b>Telephone number</b>	01904 416311

Lord Deramores After School club is run by a voluntary group and was registered in 1992. The club opens Monday to Friday, term time only. Sessions are from 8am to 8.50am and then from 3.15pm to 5.45pm. The club employs five members of childcare staff. Of these, three hold qualifications at level 5 and one holds an appropriate qualification at level 3.

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