

# Learning Ladder Out of School Club



Wynndale Primary School, Wynndale Drive, Mansfield, Nottinghamshire  
NG18 3NY

<b>Inspection date</b>	16 July 2019
Previous inspection date	12 May 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

- Staff foster strong relationships with the host school. They gain information from teachers to identify what children need to learn next. This information is then used well to plan for children's individual interests and continued learning.
- Children behave very well and show a good understanding of the club's expectations. They develop strong relationships and cooperate effectively with staff and their older peers.
- Children enjoy their time at the club and are relaxed and settled. They are extremely sociable with each other and say they particularly like playing outdoors and meeting up with their friends.
- The provider supports the staff well. Staff attend relevant training and benefit from ongoing arrangements, such as appraisal meetings, to help them continually develop their knowledge and skills.
- There is good two-way flow of information between the club and parents. This helps provide continuity in meeting children's needs. Parents speak positively about the care their children receive from the staff.
- The club is well managed. The provider and staff are committed to making ongoing improvements to the club. Evaluation systems are used well to help identify strengths in practice and areas for improvement.
- Staff do not always provide children with clear instructions and guidance during creative activities. This results in some children not having confidence in their abilities to have a go for themselves.
- Some of the routines in the club take too long, for example the register and menu order at the start of the session. As a result, some children become restless and less engaged at these times.

## What the setting needs to do to improve further

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

- further guide and support children's self-awareness and self-esteem so that they build confidence to have a go at new activities
- review the routines of the session to enable children to be fully engaged at all times.

### Inspection activities

- The inspector observed the activities indoors and outdoors, and the interactions between staff and children.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the club, qualifications and relevant policies and procedures.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Tracy Hopkins

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a comprehensive understanding of child protection issues. They know the procedures to follow should they have any concerns about a child's welfare and if allegations are made about themselves. Staff ensure that children are safe at all times. They supervise them well when they walk from the host school building to their out-of-school club room. Practices such as performing a headcount before entering the club room and throughout the session further assure children's welfare. Staff check all areas of the club room and outdoor playground before children attend to ensure they are safe. For example, they ensure gates in the playground are locked. Risk assessments are effective. The provider has secure systems for recruitment, induction and ongoing training. Members of the well-qualified, skilled and enthusiastic staff team are continually developing their knowledge and skills, which leads to continuous improvements. The provider considers the views of children and parents alongside her self-reflections to help make well-planned improvements. For example, she has strengthened the collection arrangements from the local school to help ensure the safety of children, following a review.

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

Staff provide some activities for the children but, in the main, they encourage the children to choose an activity of their interest. Children show a strong sense of belonging as they know where to access resources. For example, they have opportunities to relax and socialise with their friends, access construction materials, take part in craft activities or play outside. Children enjoy a range of activities outdoors. For example, they take part in a game of cricket on the school field. Children enjoy the experience of playing alongside older children who also attend the club. They show developing skills in hitting the ball and run to the wickets and back. Staff skilfully extend children's mathematical learning during activities. For example, as children make streamers and bunting for the end of term party, staff encourage them to measure the length of their ribbons using tape measures. In addition, when children decide to add feathers, staff ask them to think about the impact this may have on the streamer blowing in the wind.

### Personal development, behaviour and welfare are good

Children enjoy attending the warm, friendly club after their day in school. Staff support children well from the moment they are collected from the main school building. They talk to children about their day, asking questions to find out more detail. For instance, when children show the clay bowls they have made, staff ask questions to find out more information. Children are proud of their achievements and are happy to share this with their older peers too. Staff support children's physical health well. Alongside daily opportunities to be physically active outdoors, children have fresh, healthy food at snack time. Children of different ages sit with each other at mealtimes, providing a pleasant social occasion where they chat with their friends. Staff promote good hygiene practices and children are fully aware of the daily routines. For example, children wash their hands before they eat and recognise the importance of drying them thoroughly.

## Setting details

<b>Unique reference number</b>	EY321441
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10073630
<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>	24
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Learning Ladder Childcare Limited
<b>Registered person unique reference number</b>	RP901127
<b>Date of previous inspection</b>	12 May 2016
<b>Telephone number</b>	07929470667

Learning Ladder Out of School Club registered in 2006. It operates on the grounds of Wynndale Primary School in Mansfield, Nottinghamshire. The club employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The clubs opens Monday to Friday during term time. Sessions are from 3.30pm until 6pm.

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