

Phazers Out of School Club

Brayton Community Centre, Foxhill Lane, Brayton, Selby YO8 9EL



Inspection date	19 August 2019
Previous inspection date	25 March 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The manager and staff have worked hard since the last inspection. They have addressed all of the actions that were previously set. Staff now have a good understanding of how to safeguard children, and the current committee members and staff have all been appropriately vetted.
- Staff organise the environment well and provide children with a rich range of experiences. Children are able to make decisions about their play and are independent in choosing activities of their liking. This enables children to spend long periods of time engaged in activities that interest them.
- Children have fun and very much enjoy the time they spend at this friendly club. Staff establish strong relationships with the children. They join in with activities and children show that they are confident as they communicate their preferences well.
- Children develop a good understanding of the importance of physical exercise and a healthy diet. They manage their own hygiene and personal needs well.
- Children's behaviour is well managed and staff discuss their expectations with children openly. Children are able to talk to each other about any concerns they have, negotiate and solve problems together.
- The manager leads the staff well and they are focused and team-orientated. This allows for good relationships that can support development and training. The staff reflect together to look at ways to enhance the club.
- Staff do not make the best use of opportunities for parents to contribute information about what their children can do at home.
- Parents are not regularly asked to contribute to the club's evaluation of practice, so they can give their ideas for future developments.

What the setting needs to do to improve further

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

- strengthen ways for parents to provide more detailed information about what children do at home, so staff have a better picture of children's achievements and interests
- enhance systems for seeking the views of parents that inform self-evaluation and help identify further areas for future development.

Inspection activities

- The inspector observed the activities indoors and outdoors, and the interactions between staff and children.
- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She held a meeting with the club's manager.
- The inspector viewed all areas of the premises used by children.
- The inspector viewed documentation, including public liability insurance, policies and procedures, and the suitability checks of staff and committee members.
- The inspector discussed self-evaluation and the impact this has on the club.

Inspector
Caroline Stott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of how to keep children safe. All staff have attended safeguarding and paediatric first-aid training and are knowledgeable about signs and systems of child abuse. They are also aware of the wider safeguarding agenda which may put children at risk. Staff have a secure knowledge of the procedures for reporting concerns about a child's welfare. They are also fully aware of the procedures to follow if there is an allegation made against a member of staff. The main three core staff are qualified in playwork. There are effective arrangements in place for staff supervision, training and continual professional development. Regular staff meetings and special educational needs and/or disabilities training have enhanced staff practice well. The club has developed close links with a local school. Communication between the school teachers and the club staff is good. This helps staff ensure continuity in care for all children. Effective procedures are in place to monitor children's attendance. Overall, the manager has applied robust processes for self-evaluation and action plans are implemented to raise standards. As a result, the club is continuously improving.

Quality of teaching, learning and assessment is good

Children quickly become busy and engaged in a variety of activities throughout their time at the club. They are able to access a wide range of resources to play with and they confidently move around their environment. Children enjoy being imaginative and make links with their own experiences. They are supervised by well-trained and respectful staff. Children delight in a game of tag with friends. The older children show a strong sense of responsibility and are eager to support the younger children. Staff regularly observe children and get to know their interests and achievements well. Children concentrate for long periods of time as they create representations of their choosing. They enjoy board games and table-top activities, showing their mathematical understanding well. Staff make the time to consult with children about their ideas and incorporate this feedback successfully into their planning for the club. This helps children to develop a strong sense of belonging and they are keen to contribute their opinions.

Personal development, behaviour and welfare are good

The atmosphere in the club is warm and welcoming. Children settle in quickly, are happy and enjoy their time there. They are keen to spend time with their friends and develop good relationships with staff. Children's good health is promoted well. They understand why it is important to follow good hygiene routines. Children go to the bathroom independently to wash their hands before joining in with a baking activity and eating. They learn to share and take turns. Staff involve children in creating the rules of the club. Children confidently talk to visitors about what they enjoy about the club. They say that they enjoy playing with their friends. Children have regular opportunities to play in the fresh air and to exercise. For example, they particularly enjoy playing on a variety of climbing apparatus outside. This helps to develop children's large and small movements. Staff help children learn how to stay safe as they play.

Setting details

Unique reference number	EY252303
Local authority	North Yorkshire
Inspection number	10102635
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	5 - 11
Total number of places	32
Number of children on roll	43
Name of registered person	Phazers Out of School Club Committee
Registered person unique reference number	RP521186
Date of previous inspection	25 March 2019
Telephone number	01757 211 211 or 07432532899

Phazers Out of School Club registered in 2003. The setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications. The club opens during school term time from 7.30am until 9am and from 3pm until 6pm, Monday to Friday. During school holidays, sessions are from 7.30am until 6pm.

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