

Inspection of Time Out

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

Inspection date:

29 January 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy their time in this friendly and welcoming environment. They happily enter the club after a busy school day and engage in a variety of activities with their friends. Staff ask children about their interests and use this to provide planned activities for them to enjoy. For example, children draw pictures to reflect what they have been learning about recycling and the importance of climate change at school.

The manager and staff know the children well and enjoy spending time with them. Children form strong relationships with the supportive and enthusiastic staff. This is evident as children excitably share stories with staff about their recent residential trip with the host school. Children confidently talk to visitors about their experiences at the club and what they like to do. For instance, children say that they like to draw and spend time with their friends.

Children are confident and behave very well. Staff are good role models and have high expectations for children's behaviour. Children listen carefully to staff and are aware of what is expected of them. For example, children know to use their manners and wait their turn at snack time. Staff praise children regularly for their good behaviour. This helps to support their confidence and self-esteem.

What does the early years setting do well and what does it need to do better?

- The manager is reflective. She encourages staff, parents and children to be involved in making decisions and planning activities for the club. Staff report that they feel happy and supported by the manager. The manager ensures that staff complete all mandatory training. However, she does not consistently target professional development to support less-experienced staff to extend their knowledge and build their confidence further.
- Staff support children's understanding of being healthy. Children enjoy plenty of opportunities to be active. They have access to a large outdoor area, where they can run, climb and play games, such as football and tennis. Staff provide a range of healthy foods for children, such as wraps, vegetables and fruit.
- The manager and staff work hard to build strong relationships with the host school that children attend. Staff share relevant information with teachers about children each day. The headteacher reports how much the children enjoy their time at the club and praises the partnership they have with the manager and staff. This helps provide children with a positive and consistent link between the school and club.
- Partnerships with parents are strong. Parents say that staff provide the children with a range of fun activities and experiences. Parents describe staff as kind,

caring and friendly. The manager is considering how to provide more information for parents about what their children have been doing during their time at the club.

- Staff support children to be independent. Children attend to their own care needs, such as washing their hands and going to the toilet. Staff create an environment where children confidently choose what they want to do. For example, children choose to use building bricks to build houses with their friends. Older children practise their gymnastics skills as they do cartwheels and headstands together. This means that children develop their independence and self-help skills well.
- The manager and staff support children with special educational needs and/or disabilities (SEND) well. They work in close partnership with the teachers and parents to ensure that all children receive support to meet their individual needs. For example, children with SEND enjoy spending time in the school's sensory room when they need quiet time. This means that all children are well supported and enjoy their time at the club.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY310467
Local authority	Leeds
Inspection number	10307864
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 at time of inspection	5 to 11
Total number of places	40
Number of children on roll	96
Name of registered person	Time Out Committee
Registered person unique reference number	RP525680
Telephone number	0113 386 2525
Date of previous inspection	20 March 2018

Information about this early years setting

Time Out registered in 2005 and is located in Leeds, North Yorkshire. The setting employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The club opens Monday to Friday, from 7.30am to 8.45am and from 3.15pm to 5.45pm, during school term time.

Information about this inspection

Inspector

Jenny Cowton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and manager completed a learning walk across all areas of the provision to understand how leaders and staff organise the environment.
- The inspector observed activities and the quality of staff's interactions with children. She talked to the manager and staff at appropriate times throughout the inspection.
- The inspector spoke to children and observed their activities. She spoke to parents and considered their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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