

Inspection of Rigton Red Kite Club

Hall Green Lane, North Rigton, LEEDS LS17 0DW

Inspection date: 5 March 2025

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

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Staff greet children warmly at this small and caring before- and after-school club. Children arrive happy and excited to see staff and their friends. Staff are positive role models and children learn to be polite and respectful of each other. Children have positive attitudes to their play and their behaviour is good. Staff form close, positive relationships with children and their families. They know children well. Children with special educational needs and/or disabilities (SEND) are supported to access the provision. Staff work closely with families when children need additional support. This helps all children feel safe and secure.

Staff plan opportunities for children to access the outdoor area. They provide a range of resources for children to explore. Children are motivated and eager to join in. They develop their hand-eye coordination and become skilled in using a bat and ball. Children take delight in using the bubbles and working together to solve problems. For example, children listen to each other's ideas as they explain how to create a large bubble using the hoop. They wait patiently for their turn as they organise who's turn it is next.

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

- Staff support children to understand the rules of the club. Children order their snacks and clear their plates when they are finished. They follow the routines and know where to put their coats and bags when they arrive. Children remind each other to use their manners. They carefully put their game back in the box when they have finished playing with resources.
- Staff work in partnership with other agencies and school staff. They have close links with the class teachers. Staff liaise regularly with teachers about early years children and share information. This helps staff to continue to support children's learning when at the club.
- Children are confident to explore all activities. Overall, they show a positive can-do attitude and persevere with tasks. Sometimes the youngest children need additional support so that they can focus on one activity. At times, staff do not identify when younger children need this support. This sometimes results in children quickly moving from one activity to another.
- The before- and after-school club is an inclusive setting. Staff support children with SEND well. They meet the individual needs of all children, including those who may have special medical and/or dietary needs. Staff put procedures in place to ensure all children can attend and have access to the activities available.
- Children do not access the internet while at the club. Staff discuss any concerns regarding online safety if they occur. However, leaders have not considered how

they can consistently support children and parents to understand how they can keep themselves safe online.

- Children enjoy playing together. Staff support children to learn the rules of games. They clearly explain what they need to do and how to play the game. Children learn to take turns and follow the instructions.
- Leaders implement an effective supervision process to monitor staff's professional development. They use observations to support staff's development. Leaders use these to identify any training needs. Staff have access to regular training, and coaching and support from leaders.
- Staff form positive relationships with parents. They communicate daily with updates about their children. Leaders provide a monthly newsletter. Parents feel well informed of what is happening at the club. They speak highly of the club and refer to the club as 'a family'. Parents report staff are very supportive and inclusive. Staff meet the individual needs of children.

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	EY479050
Local authority	North Yorkshire
Inspection number	10380340
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	4 to 11
Total number of places	35
Number of children on roll	53
Name of registered person	Moore, Dianne
Registered person unique reference number	RP515092
Telephone number	07517895881
Date of previous inspection	5 June 2019

Information about this early years setting

Rigton Red Kite Club registered in 2014 and is located in North Rigton, Leeds. The out-of-school club employs four members of childcare staff, including the nominated person. Of these, two hold appropriate early years qualifications at level 3 and above. The club opens from Monday to Friday, term time only. Sessions are from 7.15am until 8.50am and 3.30pm until 6pm.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the before- and after-school club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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