

Chapel Allerton Out of School Club

Chapel Allerton Primary School, 21 Harrogate Road, LEEDS, LS7 3PD

Inspection date	17/10/2014
Previous inspection date	27/05/2014

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are kept safe and secure in the club because staff clearly understand their roles and responsibility to safeguard children.
- Staff provide a wide range of interesting and stimulating activities that are based on children's needs and interests. This complements the learning they receive at their school to help children build skills for their future learning.
- Children's behaviour is good. This is because staff are good role models and they develop respectful relationships with children.
- The staff have good partnerships with the parents. Daily feedback is given to parents about activities to promote continuity of care and learning.

It is not yet outstanding because

- Information gathered at children's entry is not always detailed enough to enable staff to fully support the interests of children who are new to the club.
- Children have fewer opportunities to learn about diversity to help them recognise and value the similarities and differences in themselves and others.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the indoor and outdoor provision.
- The inspector spoke with children, parents and staff throughout the inspection.
- The inspector viewed the premises, toys and equipment.
The inspector looked at a range of the club's documentation, including staff
- Disclosure and Barring Service checks, qualifications, policies, procedures and risk assessments.
- The inspector held a meeting with the deputy manager and support officer of the out of school club.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

Chapel Allerton Out of School Club was registered in 2008. It is on Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is part of 4 Children Kids Club Network and is a charitable organisation, which has provisions across England. The club runs from Chapel Allerton Primary School in Leeds. Children have access to the enclosed outside area. The club is open Monday to Friday, all year round, except for bank holidays. It operates from 7.30am to 9am and 2.30pm to 6pm during term time. Through the school holidays it opens from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 72 children on roll, of whom 11 are in early years age group. There are three practitioners who work directly with the children. All practitioners hold a qualification at level 3.

What the setting needs to do to improve further

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

- extend support for children new to the club by gathering further information on their interests at entry so activities can be precisely tailored for them
- strengthen children's understanding about diversity and help children and their families recognise that they are valued, for example, by providing books and more resources that show the club's positive attitude to disability, and to ethnic, cultural and social diversity.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and well-motivated as they learn through play in this welcoming club, which provides a warm and relaxed atmosphere. Staff are fully committed to consulting with children and valuing their opinions to ensure activities and experiences are engaging and stimulating. This builds children's confidence to express their views and thoughts. There is a balance of adult-led and child-initiated activities which complement those in school. This engages and motivates the children well and supports a cohesive approach to learning. Activities are well planned and capture children's interests. For example, children become deeply absorbed in imaginative play with dinosaurs in the sand. Staff know children well and confidently talk about what they like to do and the progress they have made. For example, key persons talk about how children's confidence grows when they start at the club. Photographic evidence is used to record what children can do and staff use these to plan activities that ensure children are ready for the next steps in their learning. As a result, children are making good progress.

The quality of teaching is good as staff continually engage with children as they play, listening carefully to what they have to say. They use a good level of questioning so that children can demonstrate what they know. For example, children delight in explaining what skeletons are made up of. There are opportunities for children to learn to take turns with a range of board games. They develop small muscle control as they use the knife competently to spread butter onto their crumpets. Staff provide children with lots of opportunities to be creative and use their imagination. Children enjoy arts and crafts, for example, decorating plates for Halloween. Children's creations are valued by the staff. For example, staff provide space for children to store their models to complete another day. This promotes children's self-esteem and sense of being valued. Children have opportunities to bake and cook in the club. For example, children bake cakes for teatime. This develops good self-care skills, and children learn about measurement and capacity as they use the scales and jugs to weigh and measure the ingredients. Consequently, children develop the skills that they need for their future development.

Staff communicate with parents daily. They discuss the activities children have taken part in and pass any information on from school. Some information is gathered on children as they enter the club to ensure they meet their medical and dietary needs. However, information on children's interests is not always gained to help staff fully tailor experiences during children's settling-in period. Parents are kept informed of children's engagement and participation through discussion with the staff. Parents are encouraged to feedback to the club through discussion. This enables to parents to feel valued and included in the club.

The contribution of the early years provision to the well-being of children

Children are happy and settled in the club. They are collected from two schools by staff who are familiar to them. Children confidently enter the club and greet each other and the rest of the staff warmly. This smooth transition from school to the club helps to promote their well-being. Good use is made of daily routines to help children feel secure as they come into the club and hang their coats up and sit in key-person groups for tea. Key-persons sit with children engaging in conversations about their day. As a result, children feel secure in their care and develop strong and positive relationships with the staff in the club. The environment is organised well and children access a range of resources, which are arranged effectively, so that they can choose them independently. Children learn about people's similarities and differences through activities and special events. In addition, there are some posters and pictures that positively represent a multicultural society. However, there are fewer other resources, such as books, to more fully promote children's understanding about diversity. This means they are less well supported to recognise and value, similarities and differences between themselves and others.

Children's behaviour is managed well. Staff are good role models, are polite and encourage children to have good manners. For example, staff remind children to say 'please' and 'thank you' at meal times. Children make their own rules for the club and display these on the wall, for example, 'speak kindly to each other' and 'share toys'. As a result, children are aware of the boundaries set and the behavioural expectations of the club. Since the last inspection the staff team have developed clear procedures to check

the identity of visitors to the club. On the day of the inspection these were robust and staff present demonstrated an awareness of their responsibilities in preventing unauthorised persons entering the premises. A password system has been introduced which ensures no unauthorised person can collect children from the club. This is strengthened further with contact sheets which include parental signatures and a description of the person who will be collecting the child. This ensures that children's safety is not compromised. The club regularly carries out emergency evacuation procedures, which are accurately recorded. Children confidently talk through what they do when they hear the alarm. Consequently, children are developing a good awareness of keeping themselves safe.

Children's good health is promoted well as they are provided with healthy and tasty meals. Children have opportunities to develop their independence skills by selecting and serving themselves at meal time. They manage their own hygiene needs effectively and fully understand the need to wash their hands before they eat. Consequently, children make independent choices and decisions, and are competent at managing their personal needs relative to their age. Children access the outdoors daily. They are provided with a variety of equipment to develop large muscle skills. This means that they develop physical skills, while learning how exercise supports their overall health and well-being.

The effectiveness of the leadership and management of the early years provision

Since the last inspection and following two monitoring visits, a new leadership team has been appointed to the club. The team are very effectively supported by a support officer from the 4 children organisation and have met all actions since the last inspection to ensure children's safety and health is promoted well. The staff team demonstrate a clear determination to improve the club for children and parents. Since the last inspection the leader and all members of the team have attended child protection training and all demonstrate a good understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. They confidently talk about the different types of abuse, the signs and symptoms of each and the procedure they should follow if they have concerns about a child. The staff team has a comprehensive understanding of what to do if they were concerned about a colleague's behaviour and the procedure to follow if an allegation is made against a member of staff. As a result, they are now confident in the procedures to take should they have a concern about a child in their care. Recruitment is thorough and robust. Effective systems are now in place to ensure that any person caring for, or in regular contact with, children is suitable. Staff records, including those for supply staff, include identity checks and vetting processes which have been completed. Therefore, all staff are highly capable of ensuring children are kept safe in the club. The staff complete thorough and detailed risk assessments which are reviewed regularly. Daily checks identify any potential hazards as they are found and staff effectively take action to remove them. First-aid requirements are met and staff have up-to-date paediatric first-aid training. Documentation is carefully maintained, such as the daily registers of attendance. As a result, children's welfare and safety are promoted well.

On the day of inspection the leader was absent. The deputy leader demonstrated her

ability to be suitably competent and capable to take charge in the absence of the leader. She demonstrated a clear understanding of the safeguarding and welfare requirements and keeps herself up-to-date by reading relevant literature and guidance. The leadership team has a clear overview of the activities provided for the children. Planning is monitored to ensure that activities meet the needs and interests of the children attending. This is complemented further with staff considering what themes and/or topics there are currently being delivered in the schools which children attend. Staff demonstrate an understanding of children's starting points on admission to the club and know the progress they have made. Regular supervisions are carried out to ensure staff's training needs are accurately identified and addressed, to help them continually improve their knowledge, understanding and practice. As a result, the quality of children's care and learning is enhanced. The club has been effective in evaluating their priorities for change and success so far. The team is very small and they constantly discuss their practice and the positive changes they can make to the club. There is a comprehensive action plan in place which is continuously reviewed and amended. As a result, the club is able to identify areas of weakness and implement effective plans for improvement, including staff's training needs. There is a system in place to gather more formal views and opinions of parents. For example, parents receive newsletters and questionnaires.

Staff have positive partnerships with parents and carers. Parents receive good information about the club so that they are aware of everyone's responsibilities. For example, they access the policies and procedures, noticeboard and newsletters. Parents state that they feel well-informed and that their children enjoy attending the club. They feel that staff are very approachable and flexible to meet their children's needs. Staff develop partnerships with schools that children attend. They share information to support children's ongoing development so that children thrive.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY386734
Local authority	Leeds
Inspection number	977756
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	72
Name of provider	4 Children
Date of previous inspection	27/05/2014
Telephone number	07824 877826

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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