

Inspection of Garforth Kids Club at Green Lane

Garforth Green Lane Primary School, Green Lane, Garforth, Leeds LS25 2JX

Inspection date:

5 February 2025

**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

Staff warmly welcome the children as they arrive at the club. Children settle quickly in the care of the staff as they know each other well. Children behave well. They show that they know the staff's expectations. Staff act as positive role models and are quick to support children in making the right choices. Staff teach them to listen and communicate positively. For example, children take turns effectively when using the games consoles. They add their names to a waiting list then patiently wait for their allocated time. Staff set clear rules and boundaries and help children to feel safe and secure.

Staff provide children with a wide range of resources that cater to all children's interests and needs. Staff hold regular discussions with the children to share ideas for activities and what the children would like to take part in at the kid's club. They recognise when some children have been at school and then the club and just need to relax. They provide a cosy area, where children can read a book or just sit quietly. Children are clearly very happy and settled at this welcoming and inclusive club.

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

- The manager and staff work closely with the school to build and maintain positive links. They frequently share information and work together for the good of the children. There is a smooth transition from school to the after-school club, which promotes the safety of the children.
- Staff provide a wide variety of arts and craft materials to enable children to develop their imagination and creativity. Children spend considerable time creating stick puppets. Staff talk with them about what they are making. Children are confident to ask staff for help and support when they need additional supplies or guidance.
- Care practices are good. Children learn good hygiene routines and build their independence. For example, they wash their hands before and after eating and handling food. Children eat healthy and nutritious food. Staff are aware of children's allergies and dietary requirements when serving food and ensure these are adhered to.
- Children with special educational needs and/or disabilities are supported well by the staff team. Staff have a good knowledge of the strategies that are in place, both at home and school, to ensure children's consistency of care.
- Staff and children have delightful relationships. Throughout the session, staff interact well with children, such as by engaging them in thoughtful conversations and joining in with their play. Children show delight as they win against staff during card games. Children are polite and courteous to staff and each other.

- Parents praise the club. They say they know their children are safe, well cared for and have lots of fun activities to keep them busy. Staff ensure that there is a good handover when children are collected. They build positive relationships with parents.
- Staff provide activities in the secure outdoor area for those children that prefer to be outdoors. Children enjoy chalking on the floor or role playing in the play house. They use their physical skills to play tennis and football. This helps children to be healthy.
- Staff work well together as a team. There is clear leadership from the managers. Staff have daily meetings with the manager prior to children arriving to ensure they have the resources and provisions to meet the needs of all the children attending. Staff are encouraged to share ideas and introduce new topics for the children to try.
- The staff team have completed a wide variety of training and childcare qualifications. This enables them to understand and meet the needs of the children and how to provide a safe and secure play environment.

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	EY245953
Local authority	Leeds
Inspection number	10371634
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	3 to 11
Total number of places	40
Number of children on roll	106
Name of registered person	Garforth Kids Club Limited
Registered person unique reference number	RP911216
Telephone number	07803723241 or 01132874545
Date of previous inspection	25 April 2019

Information about this early years setting

Garforth Kids Club at Green Lane registered in 2003. The club is open Monday to Friday, from 7.30am until 9am and from 3.15pm until 6pm during term time. Children attend for a variety of sessions. There are eight members of childcare staff. Of these, five hold appropriate early years qualifications.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- A meeting was held with the manager. This included a review of relevant documentation, including staff suitability and training.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector about their experiences in the setting.
- The inspector observed the interactions between staff and the children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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