



## Burton Out of School Club

Inspection report for early years provision

<b>Unique Reference Number</b>	503641
<b>Inspection date</b>	28 February 2007
<b>Inspector</b>	Cathleen Howarth
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<b>Registered person</b>	The Committee of Burton Out of School Club
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Burton Out Of School Club and Holiday Play Scheme registered in 2000. It is run by a voluntary management committee and operates from rooms within Highburton Village Hall, on the outskirts of Huddersfield. A maximum of 44 children may attend the club at any one time. The club is open weekdays during term time from 08.00 to 09.00 and 15.30 to 18.00. Out of term the holiday club is open weekdays from 08.00 to 18.00. All children share access to an enclosed outdoor play area.

There are currently 50 children on roll. Of these, 21 are over eight years. Children mainly attend local primary schools, although children are welcome from the wider community. The club currently supports a number of children with learning difficulties.

The committee employs six members of staff. Of these, three hold appropriate early years qualifications, and one member of staff is working towards a qualification. There are currently four volunteers who work at the club, of which two are students working towards a Duke of

Edinburgh Award. One parent provides rugby training sessions, and another parent teaches French. The club is affiliated to 4Children, formerly known as Kids Club Network.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are well protected from infection and taken care of if they have an accident or become ill. Records are systematically countersigned by parents to promote children's continuing care. Children stay healthy because staff maintain high standards of hygiene and cleanliness in areas used by children.

Healthy lifestyles are positively promoted when staff and parents work closely together and reinforce what is good for children. For example, healthy eating and regular exercise. A parent runs rugby training sessions for children, and staff provide a wide range of nutritious food for afternoon tea. However, these efforts are occasionally undermined when sugary sweets are sold in the tuck shop. Food handling procedures are sound. Children clearly understand simple health and hygiene practices, and know to wash their hands before helping at the tuck shop.

Children are enthusiastic about physical play. New outside play equipment, like scooters, have recently been obtained. Children are keen to participate in a wide range of stimulating activities that positively enables them to reach their full potential. They have great fun rolling car tyres during races, and they look forward to disco dancing competitions. Children know to rest, according to their needs, in the designated quiet area.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children purposefully learn boundaries and limits. They know not to run inside, in order to avoid accidental injury. The environment is thoroughly risk assessed before children arrive, so that they have ample choice in where they go. Staff have sound understanding of the need for a balance between freedom and safe limits. For example, they routinely supervise children on the steps to the outside play area. Children play with quality resources and equipment that are of good design and condition. Staff systematically check items for repair and replacement.

Children practise emergency evacuation procedures, to effectively encourage them to take responsibility for themselves. All fire safety precautions are in place, such as no blocked exits, adequate smoke detection and a fire blanket in the kitchen. Children are kept safe on school runs. They know to use booster seats in the minibus if required, and road safety is continuously reinforced. The current public liability insurance certificate is available for parents to view.

Children are professionally safeguarded. Staff fully understand their role in child protection. They know the procedures to follow should a concern arise.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children have developed a real sense of belonging. Staff greet children warmly and attractively set out toys and equipment to welcome them to the setting. There are clearly defined areas, including good provision for quiet, relaxing activities, like reading, and listening to music. Staff plan and evaluate a wide range of interesting activities with children and parents. Consequently children thoroughly enjoy their time at the setting. They enter confidently and quickly settle in their self chosen activity. Children make full use of the resources and activities which successfully support and enhance their social and recreational requirements. Children's activities are fun, so they remain focused and persist for some time. For example, when they learnt how to make pancakes and toss them.

The current theme is spring, and children's ideas are imaginatively incorporated into their play. Real daffodils are brought to the club so that children can paint and draw them. Children like to take their pictures home to show parents their achievements. Children positively respond to challenge during team games like table tennis, and during various board games. One of their favourites is slammer. They continually use their imagination, and are captivated during the shaving foam activity. Green colouring was added to extend their play and to successfully maintain their interest and participation. Children are developing meaningful social relationships. Buddies welcome new children to the setting, and older children mentor the younger ones. As a result children have developed good levels confidence and self-esteem, and are willing to try new things. Children learnt about Chinese New Year and selected their own vegetables to make a stir fry, and experimented with chopsticks. They show great interest in what they do. Baking biscuits to take home is a good example. They thoughtfully used gluten and dairy free ingredients so that children with food allergies could fully participate. They accomplish new knowledge and skills when they help out at the tuck shop. Children take it in turns to serve at the shop, and they know to be courteous to customers. They learn to multi task when they manage money; adding, subtracting, and giving the right change. They read labels, handle other people's food hygienically, and carefully put it into bags for them to take home.

## **Helping children make a positive contribution**

The provision is good.

Children are treated with equal concern. They are fully included and involved. Resources and activities clearly promote positive images of diversity, including gender, ethnicity, culture and disability. There are effective systems in place to provide for children with learning difficulties and disabilities.

Children generally behave well. They mostly adhere to the club rules, and their cooperation is consistently affirmed by staff who are good role models to children.

Children are looked after according to parent's wishes. Parents commend staff for providing excellent quality of care, and for the well organised play opportunities. Should they have concerns they know the procedure to follow. Parents are committed to the club, and actively support staff in their work. This is clearly demonstrated. They do sterling work for the club,

like volunteering to help with activities, and their significant contribution to the voluntary management committee.

## **Organisation**

The organisation is good.

There are robust selection, recruitment and vetting procedures in place to safeguard children at the setting. Adults have a clear sense of purpose and a commitment to continual improvement. A strong feature is effective team working. Staff have attended various training courses to keep up to date with current childcare practice. They have good knowledge and understanding of the National Standards, and have interpreted them well in the best interests of children. Staff are managed in a fair and impartial way through established routines and systems. They make full use of their time, and remain focused on the needs of children.

All the required documentation is in place to promote children's care, welfare and play. Records are stored securely, and maintained in an orderly way for parents to view. Staff are mindful of confidentiality and share relevant information with parents and support agencies.

Space is well utilised and activities are professionally supported. Children anticipate established daily routines, and they feel secure in a stable, predictable environment. This is clearly evident in the positive outcomes for children. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection five recommendations were raised to improve documentation and the provision for children. Policies and procedures are routinely reviewed and underpin good childcare practice. A key person system has been introduced. Staff photographs are displayed in a prominent position in the foyer. With regard to outside play children now have free choice. These measures have enhanced children's care and play opportunities at the club.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to promote healthy eating and include items sold in the tuck shop.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)