

# Fixby Out of School Club

Inspection report for early years provision

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**Unique Reference Number** EY277740  
**Inspection date** 07 August 2007  
**Inspector** Annette Stanger

**Setting Address** Fixby Junior & Infant School, Lightridge Road, Huddersfield, West Yorkshire, HD2 2HB  
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**E-mail**  
**Registered person** Fixby Out of School Club  
**Type of inspection** Childcare  
**Type of care** 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?

Fixby Out of School club opened in 2003. It is privately run and operates from a portable building in the grounds of Fixby Junior and Infants school in Huddersfield. The club serves the local area. A maximum of 18 children may attend the out of school club at any one time. The club is open each weekday during term time from 07.30 to 08.55 and from 15.30 to 18.00. The club also provides holiday care and is open each weekday during all school holidays, from 08.00 until 18.00. Children have access to a secure enclosed outdoor play area.

There are currently 34 children aged from four to under 11 years on roll. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and disabilities.

The setting employs three members of staff and four casual staff. Of these, three hold appropriate early years and play work qualifications. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because staff successfully promote and support all aspects of healthy living. Children enjoy a good range of physical activities both indoors and in the large outdoor area. They have independent access to a good range of equipment, which encourage them to be healthy and active and supports their physical development. Time is spent playing team games such as quick cricket and football. Children develop hand and eye coordination as they take part in racket sports and games of pool. They also particularly enjoy playing on scooters and steer skilfully to manoeuvre around a track which they designed themselves. Good use is also made of facilities in the locality. Visits to the local parks and woods allow children to practise their skills on fixed equipment, such as climbing frames and to enjoy the outdoors.

Children are well nourished and enjoy nutritiously balanced meals and snacks, which include a choice of fresh fruit, salad and vegetables. Children learn about healthy eating and its importance in contributing to their good health. Discussions around healthy eating regularly take place and children share their own ideas in creating healthy menus, for example, children made their own lemon salad. Staff plan activities to raise children's awareness and help them understand why some foods are healthy and others are not. For example, children balance healthy food items with those less healthy and create what they consider to be a healthy balance. Drinks of dilute squash and water are freely available for children and they independently help themselves, accommodating their own needs, particularly after playing outdoors. Staff seek information regarding children's health and dietary needs and any cultural preferences and these are respected and followed.

Children have a good awareness of the importance of personal hygiene and follow established routines. They know why it is important to wash their hands and offer gentle reminders to their peers to wash their hands before meals and snacks. Good hand washing facilities are in place to minimise any cross infection. Staff act in the children's best interests when they are ill and clear sick child procedures protect others from illness and infection. Medication and accident records are in place and include detailed information about the exact location of injuries. Staff are trained in first aid and have current knowledge of how to deal with accidents and injuries. This ensures children are fully protected in the event of an accident.

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

The provision is good.

Staff have a good awareness of possible signs and symptoms of abuse. They are clear of their responsibility to report such concerns in line with local authority procedures to protect children and have attended training on safeguarding. There are systems in place to record any existing injuries and their willingness to discuss these with parents ensures the welfare of the children remains a priority.

The indoor space is organised effectively to create a welcoming environment which allows children the freedom to make safe choices and independently access opportunities. Good arrangements are in place to allow children to rest and relax on large comfortable chairs and cushions within the carpeted area. Children have safe access to furniture, equipment and age appropriate resources which conform to safety standards and are well maintained. Risk assessments are mostly successful in identifying and minimising potential hazards to children,

although daily risk assessments of the outdoor area are not entirely successful. This is due to some hazards not being identified and minimised, for instance, two planks of woods containing nails.

Staff constantly raise children's awareness of how to keep themselves safe through gentle reminders and explanation. Children are reminded of the safety rules for using certain equipment, for instance, not to ride the scooters on the ramped access. They also know the procedure for evacuation in an emergency and this is practised regularly with staff. This ensures they know how to vacate the premises quickly and safely in an emergency and are learning to take some responsibility for their own well-being. Staff also plan specific activities to raise children's awareness of safety. A planned visit from a local police officer helped them to consider their own safety and part of the activity involved the children designing their own advice leaflets for other children. This helps children to learn about what is dangerous and how to keep themselves safe.

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

The provision is outstanding.

Children are extremely well settled, relaxed and confident in the setting. They are all involved in activities of their choosing and flourish in the busy, yet calm environment. They enjoy an excellent range of stimulating practical activities in a welcoming and well organised environment. These include a broad range of art and craft activities, such as candle making and painting their own clay models with acrylic paints. Children also take part in their own free creativity using art and craft techniques as well as using their imaginations when playing with construction materials and small world figures. The children practise their cooperation and problem solving skills as they work cooperatively on the games console, and they also enjoy activities that involve friendly competition, such as games of table football and racquet sports. Staff value the children's efforts and take the time to acknowledge their achievements. As well as doing this in their daily practice staff have also demonstrated this by entering the children's creativity into competitions. This resulted in some of the children's illustrations being included in a book along with those from after school clubs across the United Kingdom.

Excellent relationships are clearly evident and staff are highly skilled at taking the time to listen and acknowledge children, as well as allowing them the time to enjoy socialising with their friends in their own way. This helps build upon children's existing good levels of self-esteem, enthusiasm and confidence. Staff encourage a sense of belonging by displaying children's creativity in its many forms around the room and each child has their own individual record of achievement. These include prints of digital photographs which the children have taken themselves. They show the activities that children particularly enjoy as well as their individual achievements. The children then add their own comments and are able to share these with their parents, which means that children are then actively involved in the feedback process.

The staff are extremely committed to providing outstanding care, learning and play for all of the children. They are highly effective in their consultation with children to ensure they provide interesting, challenging and stimulating activities that appeal to their interests. Activities are entirely based around this approach to ensure the experiences provided are meaningful and enjoyable. Long, medium and short term planning is in place. Children contribute to this planning process by completing their own planning documents for their chosen activities. For example, children complete a planning document for their, 'design an outfit for someone special', activity. All activities are evaluated with the children and staff truly value and welcome the children's input. Staff also ask children to complete questionnaires to gain their opinions of the club.

They have found this a valuable exercise to further enhance their practice and continuously improve the experiences they provide for children.

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

The provision is good.

Children's behaviour is good. They are thoughtful and considerate to one another and show good levels of care and concern for others. They have a good awareness of the club rules as they created these themselves. They regularly refer to them and this helps them to learn the difference between right and wrong. There are good settling in procedures for new children and buddy systems work well for new starters to help them settle and develop their confidence. Relationships between staff and children are excellent and mutually respectful. Staff act as good role models for the children and the children know what is expected of them. All staff are consistent in their approach to behaviour management and use positive strategies to encourage good behaviour which builds on children's self-esteem. The children are well-mannered, kind and respectful to one another and their environment, and look after the provision and resources well.

Staff are committed to providing an inclusive provision and they treat children with equal concern, whilst valuing their individuality. Staff ensure children with learning difficulties and disabilities are well supported and able to participate fully in the life of the setting. Children benefit from activities that help them to become increasingly aware of the wider world. They explore various festivals and cultural celebrations, and visitors to the setting raise the children's awareness of the diversity of our society.

Parents receive good information about the group in the form of a parent's prospectus and information booklet. The policies and procedures pack is freely available for parents within the entrance foyer. The registration certificate, staff qualifications and other useful local information relating to childcare is displayed for parents to refer to. Verbal feedback from staff, sharing of children's records of achievements and regular newsletters all keep parents well informed of how their child spends their time at the club. Child registration forms ensure all personal information is obtained from parents to enable appropriate care to be given and ensure children's individual needs are well catered for. Partnerships with parents are good and staff regularly ask for their feedback to enable them to evaluate the provision and make any improvements.

### **Organisation**

The organisation is good.

Children benefit from being cared for by staff who have a good grasp of the play work principles. They work extremely well together as a team and are very clear about their individual roles and responsibilities, which means that children are well cared for. The setting is organised well to allow the children to initiate their own play and learning and access an excellent range of opportunities. This encourages their independence and allows them to self-select experiences that both interest and challenge them.

Required adult to child ratios are met and provide good levels of care and support, enabling all children to participate in the activities on offer. In response, children are extremely well settled, happy and confident within the setting.

All of the documentation is in place and, with the exception of the complaints procedure, includes the required detail to promote the care and welfare of children. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **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):

- review the daily risk assessments for the outdoor area to ensure all risks are minimised effectively before children use this area
- review the complaints procedure to ensure it includes the current address details for Ofsted.

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)