

# Heptonstall Out of School Club

Inspection report for early years provision

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| <b>Unique reference number</b> | 303746  |
| <b>Inspection date</b>         | 30/03/2009  |
| <b>Inspector</b>               | Doreen Davenport  |
| <b>Setting address</b>         | Heptonstall J, I & N School, Smithwell Lane, Hebden Bridge, West Yorkshire, HX7 7NX |
| <b>Telephone number</b>        | 01422 842533 or Co-ordinator 07867 788330   |
| <b>Email</b>                   |   |
| <b>Type of setting</b>         | Childcare on non-domestic premises  |

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Heptonstall Out of School Club opened in January 1992 and is managed by a voluntary management committee of parents. It operates from Heptonstall Junior, Infant and Nursery School, a small village school in Heptonstall, situated in Hebden Bridge, West Yorkshire. It operates from the main school hall and has use of adjacent kitchen and toilet facilities. Children share access to a secure outdoor playground and field.

A maximum of 24 children may attend the provision at any one time. The out of school provision includes a breakfast club that operates each weekday from 07.30 until 08.55 and an after school club that opens from 15.30 until 18.00 during term time only. There are currently 67 children aged from three to 11 years on roll, of whom 11 are in the Early Years Foundation Stage and 43 are under eight years of age. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The out of school club employs one full-time and two part-time staff. All staff have relevant early years and play work qualifications.

## Overall effectiveness of the early years provision

Overall, the quality of provision is satisfactory. Children are happy, well cared for and enjoy their time in this safe, secure and inclusive setting. They are provided with a varied range of activities that enables them to make steady progress in all areas of learning and they interact well with their key worker. However, there are no consistent systems to record their progress or to identify next steps in learning. Self-evaluation to bring about further improvements, although adequate, is not yet formally recorded. Recommendations from the last inspection have been implemented and current practice shows satisfactory capacity to improve.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop consistent observation and assessment systems to record children's progress and identify next steps in learning, building on what they already know and can do
- develop formal systems for self-evaluation in order to measure accurately the success of actions taken and their impact on children's learning and development.

## The leadership and management of the early years provision

The setting runs smoothly on a day-to-day basis, thanks to the committed leader and her suitably qualified staff who work well as a team. Robust recruitment,

vetting and induction procedures are in place to ensure the suitability of staff to work with children. Effective systems, policies and procedures to safeguard children's health, safety and well-being are in place, regularly reviewed and vigilantly followed by all staff. Daily safety checks and risk assessments ensure that children feel safe and well cared for in a secure environment. Key workers develop close relationships with the children. They are sensitive to their individual needs at the end of a long school day and provide 'a listening ear' when needed.

Satisfactory partnerships with parents and the school ensure continuity of care. Parents are pleased with what the setting offers. They appreciate the regular contact with the friendly staff who keep them informed of their children's welfare and achievements. Staff reflect regularly on their practice to identify areas for improvement and staff training. However, self-evaluations are not yet formally recorded. As a result, it is difficult to measure accurately the success of any actions taken and their benefits to children's learning and development.

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

Staff create a welcoming and relaxed atmosphere at the setting which helps children feel at ease at the end of a busy school day. Children eagerly choose from a suitable range of practical activities which engage their interest, encouraging them to explore, learn and play happily together. Over the week these activities cover all areas of learning and ensure that children make sound progress. Children particularly enjoy creative activities. A child was especially pleased with their monster, made from a range of cartons and collage materials, which they proudly presented to their parent and took home at the end of the session. Snack time is used effectively to consolidate counting skills as children put out the appropriate number of cups and plates. However, observation and assessment systems are not yet consistently in place, to record children's progress and identify next steps in learning, building on what children already know and can do.

Children grow in confidence and independence as they choose their own activities and resources and willingly take turns. Relationships are good and children behave well. They also respond well to the praise and encouragement of adults and older children, who act as good role models and help them with new activities or unfamiliar resources.

Children know the importance of staying safe, fit and healthy. They tuck in enthusiastically to the good range of nutritious and substantial snacks provided for them and enjoy the opportunity to interact socially with others as they share their news or talk about the day's events. The extensive outdoor area is used appropriately during fine weather to promote physical activity. The correct use of equipment and regular fire drills ensure that children know how to stay safe while at the club. Developing children's awareness of different cultures, beliefs and traditions is a strength of the provision. Good use of artefacts, cooking different interesting foods, stories and completing attractive pieces of artwork effectively extend children's learning about the festivals and celebrations of the world's major faiths. They learn about the local and wider community as they make and sell baskets for an Easter egg hunt in the village and make red nose buns for Comic

Relief. Children develop appropriate skills for the future as they learn to cooperate, show consideration for each other and play harmoniously together.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

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| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 3 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 3 |

### Leadership and management

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|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others?                            | 3 |
| How well are children safeguarded?  | 2 |

### Quality and standards

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|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 3 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 3 |
| How well are children helped to make a positive contribution?   | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection

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.