

# Lindley Out Of School Club & Play scheme

Inspection report for early years provision

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| <b>Unique reference number</b> | EY388429   |
| <b>Inspection date</b>         | 27/05/2009   |
| <b>Inspector</b>               | Carole, Jean Craven  |
| <b>Setting address</b>         | St. Phillips Parish Hall, Briarlyn Road, Huddersfield, HD3 3NP                                   |
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| <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 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).

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**

The group has been registered since 2009, and is a registered charity. It operates from the local community centre, belonging to the Church, serving the Birchincliffe area of Huddersfield. Children are accommodated in the large hall and two supplementary rooms, with access to an enclosed outdoor area. The building has disabled access, toilet and induction loop system.

The group is registered to care for 40 children in the early years age group. The group offers care for children in the later years age group providing out of school and holiday care; this provision is registered on the compulsory and voluntary parts of the childcare register. There are currently 70 children on roll who attend for a variety of sessions. The group is open 07:30 to 18:00, Monday to Friday all school holidays. There are five members of staff that work with the children and a bank of staff to cover absences. Four of these hold an appropriate childcare qualification. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are happy and settled at the group and they benefit from a warm and welcoming environment, and caring staff who understand their individual needs. Positive steps are taken to provide an inclusive environment that welcomes children's individuality. The provider is beginning to assess the settings strengths and weaknesses and has a positive attitude to improvement. The good partnership with parents and other early years providers, through the sharing of information on a regular basis, ensures that children's welfare and development is consistently met.

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

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

- ensure that resources for planned activities are readily available
- ensure that work in children's records of achievement is dated to show progress
- ensure that electrical plug sockets are made safe.

## **The leadership and management of the early years provision**

All required policies, procedures and documentation for the safe and efficient management of the setting are in place. They are thorough, well detailed and regularly reviewed. Positive steps are taken to safeguard children's welfare and ensure they are cared for by staff who have the appropriate skills and abilities to carry out their role. For example, qualification requirements are exceeded and recruitment and vetting procedures are sound. The premises are safe and secure, and children are protected by a range of measures including buzzer entrance on

external doors, visitors sign in and out and internal doors of rooms not in use are kept locked. However, plug sockets are not covered which could compromise children's safety. Very good risk assessments are in place for all areas of the provision and children are further protected by staff's understanding of their responsibilities under the Children Act. The building has very good disabled access, toilet and an induction loop system. There are no children currently attending with special needs or disabilities, but the provider is experienced in the care of children with medical needs.

The setting has begun to self evaluate its strengths and weaknesses and plans are in place to include parents and children in this process. Staff are committed to their own professional development by undergoing further training, and have regular team and management meetings and an annual appraisal to monitor all aspects of the provision. Plans are in place to ensure all staff are qualified.

Partnership with parents and other early years providers is good. The provider meets with the head teacher and the early years coordinator at the local school and they share training and strategies to ensure continuity. Parents are given good information about the Early Years Foundation Stage, regular newsletters and advance activity plans. The group also have good working relationships with the pre-school who share the building and the Church family.

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

Children are making good progress towards the early learning goals and their welfare is well provided for. They are happy, confident and settled in the provision and are given good support in an environment that supports their learning and development. They have lots of room to move around freely, make choices about their play and initiate their own learning, which promotes their independence skills. For example, children have plenty of space and resources to make themselves a den on the corner of the stage and put on an impromptu concert of dancing and singing. The routine of the group is planned to ensure that children have daily exercise and opportunities for exploration and extending their gross motor skills. They move freely around the stage and hall where they are able to run, play ball games, skittles or choose a quieter activity such as crafts, pool, table games, construction or relax by watching a DVD. They understand the concept of time, sharing and taking turns as some of the more popular activities, such as electronic games, are time limited. They have themed activities which promotes their lateral thinking. For example, a visit to the local sculpture park was followed up by children making collage with resources they had collected at the park, and then working in small groups to make living sculptures. The staff have a good working relationship with the local primary school and link themes with the school throughout the year to extend children's learning. Interaction between the staff and the children is very good. They know the children well and understand their individual needs.

Children are cared for in a safe, very clean environment where they learn to take care of themselves. They understand safety rules such as not going into the kitchen, they stand at the door and wait for drinks and understand emergency

evacuation procedures through regular fire drills. They are offered a range of very healthy snacks and fresh water, milk and fruit juice are available to them throughout the day. They have regular opportunities to access outdoor play and fresh air. They have visits to local places of interest such as the sculpture park, a children's museum and a local adventure park. They engage in individual play and team games such as football and dodge ball, which promotes their physical development.

Staff work hard to produce good advance planning which is available to parents each half term. However, a planned activity was delayed as resources were unavailable due to confusion about a missing key for a locked cupboard. Children have well presented records of achievement which include art work, photographs and evaluative observations. However, some pieces of work are not dated which leads to difficulties in assessing children's progress. Staff have a good understanding of the Early Years Foundation Stage, and the early learning goals and use daily observations of the children to inform planning.

Children are well behaved and learn about what is acceptable through positive strategies appropriate to their age. They have set their own house rules which are displayed on the wall. Good behaviour is an expectation and staff are positive role models for the children.

## 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

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

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| 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?                            | 2 |
| How well are children safeguarded?  | 2 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <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?  | 2 |
| How well are children helped to make a positive contribution?   | 3 |
| 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**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met