

# Burton Out of School Club

Inspection report for early years provision

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**Inspection date** 10/03/2010  
**Inspector** Cathleen Howarth

**Setting address** Highburton Village Hall, Highburton, Huddersfield, West  
Yorkshire, HD8 0QT

**Telephone number** 01484606065

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**Type of setting** Childcare on non-domestic premises

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## 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).

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.

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## Description of the setting

Burton Out of School Club and Holiday Play Scheme was registered in 2001. The club is a non-profit making organisation and it is managed by a voluntary committee. It operates from rooms within Highburton Village Hall, which is situated close to village amenities, including a regular bus service to Huddersfield. The club is open weekdays during term time from 7.30am to 9am and 3.30pm to 6pm. The holiday play scheme runs weekdays from 8am to 6pm. All children share an enclosed outdoor play area and sensory garden. Most of the children attend Highburton First School and Junior School, Kirkburton First School and Junior School and Kirkburton Middle School. Children are welcome from the wider community and there is provision for children with special educational needs and/or disabilities.

The club is registered to care for no more than 44 children under eight years; of these, not more than 34 may be in the early years age group, and of these, none may be under two years. Currently there are four children on roll on the Early Years Register. There are 30 children on roll on the compulsory part of the Childcare Register and 19 children on roll on the voluntary part of the Childcare Register. Children occupying these places share the same facilities as the children in the early years range. Transport is provided through a private contractor who uses a minibuss. Escorts on the minibuss are provided by the club.

There are six permanent staff members of whom four hold relevant childcare qualifications. Two members of staff are working towards a qualification. In addition, there are two unqualified members of staff on short-term contracts.

The club has some links with other Early Years Foundation Stage providers and it is affiliated to 4Children, formerly known as Kids Club Network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A distinct feature is the staffs calm, caring nature, and their professional approach in supporting children to make good progress towards the early learning goals in all areas. Inclusive practice is firmly embedded in all aspects of the provision and as a result children's individual needs are well met. There are effective systems in place for self-evaluation and the staff demonstrate that they have a good capacity to make independent and continuous improvements.

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

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

- complete children's assessments in the six areas of learning to better inform activity plans

- obtain additional software and draw children's attention to the use of information communication technology and ensure the use of the computer is consistently supervised
- develop partnership with parents and feeder schools, in relation to what children eat and drink to further promote children's welfare at the club
- develop partnership with schools in relation to school themes and topics in order to reinforce children's learning and development at the club.

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

Staff have an in-depth awareness of safeguarding issues. They fully understand their role in child protection, including the procedures to follow should a concern arise.

The effectiveness of leadership and management in embedding ambition and driving improvement is good. Overall, outcomes for children in relation to their welfare and achievement are good. Two members of staff are working towards a relevant qualification and others regularly attend training events to keep up-to-date with childcare practice. The effective deployment of resources, in addition to the physical lay out of the setting, meets the needs of children well and clearly enhances their experience at the setting. However, the use of the computer is not always supervised consistently and sometimes the same children use it, which limits opportunities for others.

The staff place the promotion of equal opportunities at the heart of all their work and they are effective at narrowing the achievement gap. They are positive role models for children and they have secure knowledge of each child's background and most of their individual needs. The children are learning about human differences in the wider community through well thought through activities that positively promote gender, disability, ethnicity and culture. Some examples include food tasting, arts and crafts, music and movement. The children are fully included and involved. Their views and suggestions are routinely taken into consideration and recorded. Evaluations also include what children have done well and what they could do differently to improve outcomes.

There are effective systems for self-evaluation. Aspects of the provision that the committee intend to develop are clearly on the agenda and effectively prioritised. For example, extending sporting activities throughout the week and encouraging girls to participate more. The club's council is run by children and they have successfully obtained additional resources for outside play through various fundraising events.

There are meaningful levels of engagement at the setting. Relationships and working in partnership with parents is good. Parents commend staff for the way in which they consistently deliver an effective service. They are routinely involved in decision making on key matters affecting their children through well-established systems and procedures and the ongoing opportunity to attend committee meetings. This effectively promotes children's continuing care and development.

Overall, the effectiveness of working in partnership with others is good and this includes effective provision for children with special educational needs and/or disabilities. However, there are limited systems in place to promote a seamless approach to delivering the Early Years Foundation Stage framework. For example, when children are taken and collected from school staff handovers are sometimes brief and the information required to meet the individual needs of children is not always obtained. For example, information about what children have eaten. It is therefore difficult for staff to know how much they should provide for individual children. It also restricts the information shared with parents when they come to collect their children from the club. There are several feeder schools involved and in relation to activities staff from the club do not always obtain sufficient information about school topics and themes in order to reinforce them in a cohesive way at the club.

## **The quality and standards of the early years provision and outcomes for children**

Staff have secure knowledge and understanding of the Early Years Foundation Stage and they usually promote children's learning and development well. Children's individual progress is good in relation to their starting points and capabilities. The children's designated key-worker routinely records observations of children at play, to determine their natural interests, capabilities and preferred learning styles. She maintains pictorial evidence of what children have achieved in their development files. However, the tool used to assess children, which is the information in the Practice Guidance for the Early Years Foundation Stage used to track children's progress towards the early learning goals, is not always kept up-to-date and used to inform children's activity plans.

The key-worker evaluates stimulating and challenging activities with children, taking into account their age and stage of development in the six areas of learning. Staff have high and appropriate expectations of what children can achieve. They support children well in all areas of learning. Teaching methods are consistently good and staff are usually able to maintain children's attention for long periods. All children are encouraged to participate and as a result they are confident learners, who have clearly developed a positive attitude towards learning.

All children show a strong sense of security and feel safe within the setting. They understand what standards of behaviour are expected and apply these in order to keep themselves and others safe. For example, children know not to run inside the club to avoid accidental injury. They routinely practise the emergency evacuation plan in order to learn how to act responsibly in times of uncertainty. The children's understanding of the importance of following good personal hygiene routines is good. Healthy eating is positively promoted and the club consistently promotes five daily portions of fruit and vegetables. There are good opportunities for children to engage in a wide range of physical activities, both indoors and outdoors and this includes activities in the sensory garden. All children are highly valued and treated with equal concern. They work well on their own and with others, for example, they organise theatre productions for parents and families to watch. They engage

in meaningful activities that help them value diversity. For example, children learn about different cultures, languages and religions through the use of books, jigsaws, musical instruments and a host of other resources and activities, such as, dressing up, to effectively reinforce their learning.

Overall, children's development in communication, numeracy, literacy and the use of information communication technology is good. They show real curiosity and have a natural desire to explore and examine their environment and resources. They are inquisitive learners. However, the use of the computer is not always supervised consistently. Sometimes the same group of children play computer games, which restricts others. Through self-evaluation staff had already decided to extend the range of computer software, which would appeal to a wider audience. However, at the time of the inspection it had not been obtained.

During the school holidays children have great fun at the setting. They go fishing in the local stream and they baked bread, which they ate with soup. They have been 10 pin bowling and they were fascinated when fire officers visited the club to promote fire safety. This included opportunities to handle the hoses and they learnt about the fire engine capabilities and the need for consistent team work. The children are looking forward to the Easter holidays when they will participate in African drum sessions.

There are good opportunities for children to play quietly and on their own, as solitude can be creative. For example, children played with toy soldiers, lining them up in a calm and considered way. The children also enjoy playing outside. Recently new apparatus has been obtained, such as stilts. The children like to play hoopla and skipping. Team games are encouraged, for example, sack races and football. The nature collage has captured children's attention. During art and craft sessions children cut, glue and stick leaves onto the wall display, which is at child's height so that everyone can contribute. To positively reinforce their learning children plant real carrot and pepper seeds and watch them grow. They will use them for cooking when they are ready to eat. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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