

# Fixby Out of School Club

Inspection report for early years provision

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**Unique reference number**

EY277740

**Inspection date**

10/06/2010

**Inspector**

Tara Street

**Setting address**

Fixby Junior & Infant School, Lightridge Road,  
Huddersfield, West Yorkshire, HD2 2HB

**Telephone number**

01484 304064

**Email**

**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**

Fixby Out of School Club is privately owned and managed. It opened in 2004 and operates from a portable building in the grounds of Fixby Junior and Infants School in Huddersfield. The club serves the local and surrounding area. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 18 children aged under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. The setting is open Monday to Friday during term time from 7.30am to 8.55am and from 3.30pm to 6pm. During school holidays the setting is open from 8am until 6pm.

There are currently 33 children on roll. Of these 10 are under eight years, and of these, two are within the Early Years Foundation Stage. The setting supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three full time members of staff, including the manager, and four casual staff who work directly with the children. Of these, three hold an appropriate qualification at level 3 in early years and/or playwork. The setting is a member of the 4Children Network and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy their time at the setting and benefit from the good provision which effectively supports their well-being. Staff create a safe and welcoming environment where all children are included. Children make good progress in their learning and development. They enjoy their time in the club and are eager to be involved in the choice of interesting play activities on offer. Staff form positive relationships with parents, carers and other professionals to ensure children's needs are well met. The club uses self-evaluation and review procedures well to ensure their service is continually improving.

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

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

- ensure signatures are gained to confirm that parents have been informed of any medication administered
- develop the system for seeking information from parents about children's interests and preferences on admission
- ensure records of staff suitability consistently include the unique reference numbers of Criminal Records Bureau disclosures and the date on which they

were obtained.

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

Effective procedures are in place to safeguard children. Robust recruitment and induction procedures are implemented to ensure adults are suitable to work with children and have a good understanding of their roles and responsibilities. However, although all staff are vetted for their suitability, the record of these checks do not consistently include the unique reference numbers of Criminal Records Bureau disclosures and the date upon which they were obtained. Staff have a secure understanding of the safeguarding procedures because they have attended child protection training and they are proactive in helping children to understand how to keep themselves safe. Risk assessments and daily checks are effective in ensuring the setting is secure and that areas, resources and activities are safe and suitable for children. Most of the required documentation is in place for the safe running of the setting and the implementation of them by staff effectively promotes and safeguards children's welfare. However, signatures are not always gained to confirm that parents have been informed of any medication administered.

Children benefit from a high adult to child ratio and receive close individual attention from staff. Inclusive practice helps to ensure that all children feel welcome and valued. Effective staff deployment provides good support for children's welfare and development. The staff get to know children as individuals, which means that all children's needs are well met. The club's self-evaluation gives the owners a good understanding of the strengths and areas for development of the early years provision. Improvements made to date have had a positive impact on the overall quality of the early years provision and the outcomes for children.

Staff promote positive relationships with parents and carers and supply detailed information through regular discussions and a parents notice board. They use information supplied by parents to get to know about children, however, the information does not clearly include the children's interests to inform planning for their first sessions. Staff establish good partnerships with the staff from different schools the children attend to promote children's confidence and development and to exchange relevant information. This, together with the observations and assessments the staff make, helps to promote children's good progress. Staff are committed to inclusion and have experience and training to support the care they provide.

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

Children enjoy themselves and have plenty of fun. Staff provide an inclusive and welcoming environment where children are settled and fully involved. The setting is vibrant as it reflects what children do in wall displays as well as photographs. These all evidence the thought and planning given to ensure children spend their

time engaged in activities which develop their own interests, as well as extending experiences. Children are able to access resources and choose freely from a wide range of activities on offer. These are organised with low-level storage and see-through and labelled boxes so that children also learn about keeping safe by tidying away, as they know where resources belong.

Children fully benefit from complementary activities at the club which enhance their learning at school. They are offered an enjoyable and challenging experience across all the areas of learning, tailored specifically to their interests and preferences. For example, each child has records of what they have done and what they want to do next, and these link to the different areas of learning. Systems clearly support children's learning and development, and consequently they are progressing very well. Children use language well to communicate, initiate conversations, describe what they are doing and organise their play. They confidently use paints, stencils and a variety of pens, which develop their pencil control and hand to eye coordination skills. Children solve problems as they build, construct and play games. They enjoy playing games where they take turns, work as a team and use individual skills. For example, a group of children enjoy playing a board game and display a range of skills as they follow instructions and calculate the scores.

Children behave extremely well, they are listened to and form their own positive club rules. Children receive praise and encouragement for their efforts and achievements which contributes positively to their self-esteem and confidence. Children are beginning to learn to take care of themselves. They clearly understand why they wash their hands before snack and have ongoing discussions with staff about how to keep themselves and others safe. All children take part in an extensive range of activities both indoors and outdoors which support their physical development. They enjoy participating in group games of football, basket ball and quick cricket. They regularly use small sports equipment to practise throwing and catching skills. An extensive range of freshly prepared snacks provide children with an excellent variety of healthy fruit and vegetables on a daily basis. For example, children enjoy making their own pita pockets and wraps from the range of sandwich fillings, salads and flavoured toppings provided. Staff routinely talk to the children about why they need to exercise and eat healthy foods to make them grow and have strong teeth. This all contributes to developing children's understanding of the importance of physical activity and making healthy choices.

## 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	1
The extent to which children make a positive contribution	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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