

Emleys Club

Inspection report for early years provision

Unique reference number EY396165
Inspection date 14/07/2010
Inspector Helen Blackburn

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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

Emley Out of School Club opened in 2010 and is run by a voluntary committee. The setting operates from a detached building within the grounds of Emley First School, close to shops, parks and public transport links. Children have access to an enclosed outdoor play area. The setting is open each weekday from 3.30pm to 6pm, term-time only.

The setting is registered on the Early Years Register. A maximum of 16 children may attend the setting at any one time. There are currently four children aged from four years on roll. The setting also offers care to children aged over five years to 10 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently seven children in this age group on roll. The setting supports a number of children with special educational needs and/or disabilities, or those who speak English as an additional language.

There are three members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3, of these, two are working towards a further qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners have good relationships with children, parents and others involved in children's learning. The children are happy, settled and they have a positive approach to their learning. Practitioners provide a safe and inclusive learning environment that positively promotes diversity and difference, good behaviour and independence. A good range of policies, procedures and documentation contribute to safeguarding and promoting children's welfare. Overall, evolving planning and observation arrangements contribute to children making good progress in their learning. Through good self-evaluation processes, practitioners have a realistic view of the quality of the provision they provide and ways in which they can enhance opportunities for children.

What steps need to be taken to improve provision further?

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

- improve the record of the risk assessment to ensure the date of review is completed
- improve further the observation and planning arrangements, including sharing relevant information with other settings to promote continuity and coherence for individual children's learning.

The effectiveness of leadership and management of the early years provision

Practitioners have a good understanding of their responsibilities in safeguarding and promoting children's welfare. They carry out regular safety checks and conduct risk assessments so that they identify and eliminate risks, so that they provide a safe learning environment for children. Practitioners work well together and they deploy themselves effectively to ensure they supervise children's play, contributing to keeping them safe. The setting maintains a good range of policies, procedures and documentation that contribute to the safe and efficient management of the setting. However, although practitioners keep a record of their risk assessments, occasionally they omit to complete the date they intend to review them. Practitioners have a good understanding of child protection issues and their roles and responsibilities in protecting children from harm. Practitioners have attended training and their child protection policy clearly outlines the procedures they would follow if they have any concerns about a child in their care. There are good recruitment and vetting procedures in place to ensure that adults working with children are suitable to do so.

Practitioner's drive, enthusiasm and commitment towards bringing about continual improvement is good. They fully understand the importance of establishing robust systems to enable them to monitor and evaluate the service they provide. They have achieved this through good quality improvement processes, such as self-evaluation and this contributes to them having a targeted and focussed action plan that identifies their key priority areas for improvement. Quality improvement processes are inclusive and include the views of parents, children, committee members and other professionals. This ensures any improvements meet the needs of the service users. For example, following feedback from committee, practitioners are introducing parental newsletters and new resources incorporate ideas and views from the children. Practitioners are not only committed to developing the service, through training, knowledge sharing and working collaboratively with other professionals, they promote their ongoing professional development.

Partnerships with parents are good. They receive a good range of information regarding their child's welfare and learning through information displayed on notice boards, menus, discussions, policies and procedures. Through discussions, settling visits and gathering information from parents when the children start at the setting, practitioners gain a good understanding of children's individual needs, progress, likes and interests. Overall, the setting works well with the school to support the continuity and progression in children's learning. For example, the setting incorporates the themes and topics children are talking about in school and the manager has started discussions with the reception teacher regarding the planned curriculum for the new school year. This contributes to complementing the experiences children receive in school. However, this is more for the children as a group and relevant information sharing for individual children is still evolving as practitioners develop their observation and planning arrangements.

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

Practitioners have good relationships with the children and through being involved in their play and positively interacting with them, practitioners know the children well. This contributes to meeting children's needs. Through good organisation of resources, the children have good opportunities to make independent choices in their play, which results in them being happy and enjoying their time at the setting. The children access a good range of activities and experiences across all areas of learning. For example, children develop their information, communication and technology skills as they use the computer to send e-mails and complete simple computer based tasks and through games, they learn about number and simple calculations, such as one more and one less. For example, when rolling the dice, children recognise they only need a three to complete the game. Practitioners have a good understanding of the Early Years Foundation Stage and how young children learn. This contributes to them providing a learning environment and experiences that support children in making good progress in their learning. For example, practitioners adopt good teaching methods, such as asking children open-ended questions, so that they challenge children and support them in becoming active learners. Since opening, practitioners have concentrated on ensuring the children are settled and familiar with routines. They have begun to carry out observations on the children and this has resulted in practitioners planning activities around children's interests and needs. However, these systems are in the early stages of development.

Practitioners take positive steps to promote children's welfare. For example, through managing illness, infection, and hygiene, practitioners promote children's health and well-being. The learning environment and resources are clean and maintained in good condition and effective cleaning routines minimise the risk of infection and illness. Through everyday practical routines, the children are developing a good understanding of health and personal care. For example, they independently wash their hands and understand why they need to do this. Through play, discussions and offering children healthy snacks the children are developing a good understanding of the benefits of making healthy choices. For instance, the children have devised their own healthy eating posters and they help to plan the menu, sharing their ideas of what foods are healthy and nutritious. The children have good opportunities to be active and to exercise. They regularly play outdoors, take part in a varied range of physical activities, such as playing football, badminton, and chase games. This supports children in leading a healthy lifestyle. The children are developing a good understanding of how they can keep themselves safe. For example, they take part in regular fire evacuation practises, they talk about stranger danger and internet safety. In addition, because the children have good relationships with the practitioners, they feel safe and secure in their environment.

The children have positive relationships with each other and they play well together. For example, they cooperate, share and take turns when playing games. Practitioners manage children's behaviour well, they involve children in devising the setting's rules so that children understand boundaries and expectations.

Through praising positive behaviour and explaining why certain behaviour is unacceptable, the children are learning about right and wrong. Through activities, a selection of resources, discussions and a celebration of festivals, the children are developing an understanding and an awareness of the world in which they live, diversity and difference. This contributes to children developing a respect for themselves and others. Through discussing issues, such as recycling and looking at ways to reduce the amount of paper used, for example, by sending newsletters through e-mail, the setting are considering how they sustain and protect the environment.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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