

# Doodles Out of School Club

Inspection report for early years provision

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**Unique reference number** EY412084  
**Inspection date** 07/11/2011  
**Inspector** Shazaad Ashad

**Setting address** Almondbury CE (C) Infant & Nursery School, Longcroft,  
Almondbury, HUDDERSFIELD, HD5 8XW

**Telephone number** 07788 466234

**Email**

**Type of setting** Childcare - Non-Domestic

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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**

Doodles out of school club was re-registered in 2011. The setting is based in a purpose built building in the grounds of Almondbury Infant and Nursery school in Huddersfield. It is run as a private concern. The setting has additional use of the the school outdoor play area.

A maximum of 24 children may attend the setting at any one time and there are currently 12 children on roll in the early years age range. The setting is open each week day from 7.30am to 9am and 3pm to 6pm term time only. The setting also provides holiday care from 7.30am to 5.30pm. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The setting receives support from the local authority.

The club employs six staff and five staff have appropriate childcare qualifications to level 3. The manager has the degree qualification in early years.

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

Overall the quality of the provision is good.

The children experience a good range of enjoyable and challenging play experiences that support their development and progress. The key worker system for early years children is very effective. Children play in a safe environment, which supports them in respecting diversity and difference. Partnership arrangements with parents are effective and with other settings are excellent. There is good commitment to continuous improvement through training and monitoring through self-evaluation.

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

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

- develop further systems to accurately monitor and assess children's learning and next steps of development
- develop the use of self-evaluation systems to maintain improvement and include parents contribution to the process.

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

The staff have a good understanding of safeguarding issues. Clear policies and procedures are fully implemented, in order to ensure children are safeguarded from harm and neglect. The staff have good knowledge of their role in child protection. The staff are aware of what action they are required to take if they have any concerns. There is a clear recruitment policy in place, which ensures all staff are vetted for their suitability. In addition, adults working with the children

are vigilant regarding monitoring of people in the setting. For example, accurate records are maintained of children's arrival and all departures are recorded with parents signature. This contributes to keeping children safe and protected from harm. All of the relevant documentation is in place with clear policies and procedures covering all aspects of the provision. The risk assessments are carried out regularly, to keep children safe in all activities.

Staff are deployed so that all children are fully included and receive good adult support and attention. In addition, children independently work in small groups to enable them to build effective relationships, so they feel secure and confident with their friends. The key worker system is effectively used to provide continuity of children's care and helps ensure staff are fully informed of children's individual needs. A variety of festivals and traditions are acknowledged which supports the children in developing a positive attitude towards the cultures and beliefs of others. For example, children taste different foods and participate in festivals which include Diwali, Eid, Hannukah and Chinese New Year. The setting also has links with a primary school in Zambia and children help to raise donations for the school. The setting makes good use of resources available to them. For example, they make effective use of the magnificent outdoor area and organise activities in all areas, so that children can make safe and independent choices in their play. Consequently, they actively promote equality and diversity and ensure children are fully integrated.

The setting makes use of a number of good quality improvement processes to help them evaluate and monitor their service. For example, they use guidance within the local authority quality assurance scheme to help them identify areas for improvement, they reflect on the success of activities and they use information from their observations to look at ways they can improve outcomes for children. This contributes to them being proactive in setting clear goals for improvement. Partnerships with parents and carers are good. Parents receive regular information through questionnaires, newsletters and use of the website. They comment highly on the service and remark 'wonderful setting could not be better' and 'amazing building, my children are perfectly safe and happy'. The relationships with the local schools it serves are outstanding. Planned meetings take place and assessment information is shared to promote continuity of children's learning. The setting have also set up an after school forum with other providers to disseminate high quality improvement plans.

The setting's self-evaluation gives the manager a good understanding of the strengths and areas for development. The manager has correctly identified further development of the evaluation through involvement of parents and children in the process.

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

Children are well supported by the staff. They know each child well and create an environment that enables them to relax or be active depending on their needs after a day at school. For example, the children are able to choose freely from

activities, such as, construction, small world resources and a range of books. Staff work as key worker's with children in the early years age range. Through observing children and being aware of their abilities and likes, adults support children in extending their learning after school. This ensures children are making good progress in their learning and development. They then make sure that the resources to promote and support their continued development are readily available for each child to access. Each child has their own progress file. These show each child's achievements. However, the next steps in their learning are not consistent in all the assessments and therefore do not fully define future learning aims for each child in the Early Years Foundation Stage age range.

Planning incorporates the school topics and these are extended within the setting. For example, the 'circle time' used at school is extended at the setting by providing the opportunity for children to talk about their interests. This ensures continuity in children's understanding of communication and language. Children are independent. They make their own choices in play and they are confident to share their ideas. Children are creative and imaginative as they participate in the numerous creative games. For example, they press and roll dough as they prepare tea for adults using the role play area. They have great fun as they spend much of the session engaging in playing games based around the use of the mark making area. Skills for the future are also developed as children access the workshops on photography, cooking, drama, computer games and take part in innovative thinking around animation and making movies.

Children develop a sense of belonging as they understand what is expected of them. Children are polite and well behaved and show consideration for each other. For example, they take turns on the games consoles and play harmoniously at board games. They are keen to engage visitors in conversation, discussing what it is they enjoy about the setting. In addition, staff act as positive role models as they behave in a calm, respectful and polite manner towards each other and the children. This contributes towards the friendly atmosphere of the club and the warm interaction the children have with staff. The snack time is used for children to further their own independence as they eat healthy foods and participate in activities around a healthy lifestyle. This includes visits to the sport centre, yoga sessions and exploring the outdoors using the 'Forest School' methods. The children become aware of the importance of personal hygiene as they wash their hands frequently or use tissues for noses. The children have a clear understanding of following safe practices and this is evident as they discuss the procedures they must follow during play. For example, they remind others of the rules on safe play in the soft play area. Children learn about dangers and what keeps them safe. They routinely take part in fire evacuation procedures and follow good procedures that are understood by children when using the creative materials. Overall, children enjoy their leisure time in a fun and relaxed 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

<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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
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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