

The Tiger Club

Inspection report for early years provision

Unique reference number 311368
Inspection date 28/11/2011
Inspector Karen McWilliam

Setting address Holmfirth J I & N School, Cartworth Road, Holmfirth, West
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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

The Tiger Club was registered in 2001. It is managed by a committee of parents and operates from a pre-fabricated building within the grounds of Holmfirth Junior, Infant and Nursery School in Holmfirth. All the children that attend are from the school. There is a fully enclosed playground and an adventure play area used for outdoor play. The club open is open each weekday from 8am to 9am and from 3.30pm to 5.30pm in term time.

The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend at any one time, all of whom may be on the Early Years Register. There are currently 16 children attending who are within this age range. The club also offers care to children over five years to 11 years.

The club employs four members of staff. Of these, all hold appropriate qualifications. One member of staff has Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children enjoy their time at the club. They have formed warm and trusting relationships with the staff who value the uniqueness of each child. However, systems to safeguard children are not fully effective. Children benefit from a range of resources and activities, which complement their time in school and support them in making steady progress in their learning and development. Parents enjoy relaxed and informal relationships with the staff and are adequately informed about some aspects of the club. Systems to evaluate the effectiveness of the club have identified some areas for development; however, these have not been rigorous enough. Consequently the provider has breached a number of welfare requirements.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- maintain records of information used to assess staff suitability including the unique reference numbers of Criminal Records Bureau disclosures obtained and the date on which they were obtained (Suitable people) 12/12/2011
- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding) 12/12/2011

- and promoting children's welfare)
- ensure the following information is recorded for the committee: name, address and telephone number (Documentation) 12/12/2011
- display the certificate of registration (Documentation) (also applies to both parts of the Childcare Register). 05/12/2011

To improve the early years provision the registered person should:

- provide resources that help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues
- improve the health and hygiene routines to ensure that children wash their hands before eating.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge and understanding of the possible indicators of abuse. They are clear about their duty to record and report their concerns to the club's designated officer, who is able to implement appropriate procedures to protect children from possible harm. However, systems to safeguard children are not fully effective because the committee does not keep records of vetting procedures. Therefore, they are unable to provide evidence of the suitability of staff to work with children. Details regarding the committee members' names and addresses are also incomplete and staff do not ensure that the clubs certificate of registration is displayed. Children are further at risk because staff do not obtain permission for emergency medical treatment should they require it. Risk assessments are in place and regularly reviewed, therefore children are safe when exploring the environment. Children are further protected because staff keep required documentation, such as accident, medication and attendance records.

Space and resources are adequately used. Children have access to a large room in the Portakabin and toilet facilities are located within the school. Most resources are accessible. The children celebrate a range of festivals, such as Chinese New Year and Halloween. However, there are no resources to support children's understanding of the diversity of the world in which they live. Therefore, children are not learning to value the uniqueness of individuals or the difference in groups.

The club is well-established in the local community; the manager has many years' experience and relishes her role with the children. Children and their families are warmly welcomed into the club and because the staff also work at the school, they know the children very well. Parents receive a welcome pack and copies of the policies upon admission. Staff ensure they obtain useful information regarding children during the induction session, such as children's likes and dislikes and any dietary requirements or medical needs. This ensures that children's individual needs and interests are sufficiently met. Parent's form the committee and therefore work very closely with the staff. Partnerships with others are firmly established. For example, staff work with local childminders and other settings to

provide contingency or emergency care for the children who attend the school. Therefore the club quickly responds to parents who require childcare.

Staff have completed a self-evaluation form and have a clear vision for improvement. Their priority was a new building for the children, which is now nearly completed. Parents, children and staff all contributed to the design and resourcing of the building. The club is due to be relocated to the new site in a month. However, safeguarding children is not given sufficient attention, therefore too little is done to secure improvement in this area.

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

The club bursts with energy and enthusiasm when children enter after their day at school. Children demonstrate a strong sense of belonging and quickly become absorbed in self-chosen activities. For example, the children quickly decide that they want to partake in singing activities; chairs are arranged for the audience and roles are designated. Children take turns to get up and entertain the crowd. Children have access to mark-making and make posters for the club when pretending to be personal assistants. This contributes to children developing skills for the future. Children can access books, construction, board games, creative activities and small world resources. Children learn to problem solve as they engage a member of staff in a game of chess. Staff know the children really well and maintain learning journeys, which include observations, details of next steps and photographs. Staff give children the opportunity to plan their own activities then assess them against the six areas of learning. Therefore, children make steady progress in their learning.

Children are familiar with the routines of the club; they have good opportunities to be physically active. They play outside daily and have access to the adventure playground where they can climb, balance, run and play ball games. Extra activities are available each night. For example, children can participate in 'zumba' or basketball. Staff encourage children to make healthy choices by ensuring fruit is always available. Children readily wash their hands after going to toilet. However, children cannot wash their hands before snack because there is no hand washing facilities in the Portakabin. Therefore, opportunities for children to develop healthy habits are not fully promoted.

Children have warm and trusting relationships with the staff who readily join in with their activities and share in their achievements. For example, staff proudly take photographs of a construction model that took children a week to build. As a result of this children develop a sense of pride in their achievements. Staff are positive role models who respond gently to the children and listen to them when discussing any concern. As a result, children are extremely well behaved. All the children are aware of the rules of the club; therefore, they always ask for an adult to accompany them into the school to use the toilets. Children show great concern for each other and 'buddy' up to new starters to ensure they quickly make friends.

Regular evacuation practices support children in keeping themselves safe.

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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 4 |
| The capacity of the provision to maintain continuous improvement | 4 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 4 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 4 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 4 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 4 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 4 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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|--|---|
| Outcomes for children in the Early Years Foundation Stage | 4 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 4 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (certificate of registration) 05/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (certificate of registration) 05/12/2011