

The Tiger Club

Inspection report for early years provision

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Inspector	Cathleen Howarth
Setting address	Holmfirth J I & N School, Cartworth Road, Holmfirth, West Yorkshire, HD7 2RG
Telephone number	07748 165058
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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 established in 1984. It operates from a portacabin in the playground of Holmfirth Junior Infant and Nursery School in Holmfirth. The club is managed by a voluntary committee, which includes parents. During term time it mainly serves children from the school and the holiday club serves children from the school and the local community. There are enclosed areas available for outdoor play. During term time the club is open on weekdays from 8am to 9am and from 3.30pm to 5.30pm. The holiday club is open weekdays from 8am to 5.30pm. Children can attend for a variety of sessions.

The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 24 children at any one time, all of whom, may be in the early years age range. There are currently 10 children attending who are within this age group. The club currently supports children with special educational needs and/or disabilities.

The committee employ five members of staff. Of these, three hold appropriate qualifications at level 2 and 3 and two members of staff are working towards a level 3 qualification. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Working in partnership with parents, school and other agencies is impressive and children's individual needs are consistently well met. Children make good progress towards the early learning goals in most areas and records of achievement are well maintained to show parents the progress they have made. There is an impressive befriending scheme in place and excellent transition arrangements, which enhances the inclusive ethos at the club and children are happy, confident and settled. The highly committed club leader and the committee have significantly raised standards and the action taken by staff is well targeted to bring about sustained improvement and to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- provide a wider range of books, such as books with flaps or hidden words, books with accompanying compact discs or tapes, simple poetry, song, fiction, non-fiction and books that children can begin to 'read' by themselves.

The effectiveness of leadership and management of the early years provision

Staff fully understand their role in child protection, including the procedure to follow should a concern arise. There are robust selection, recruitment and vetting procedures in place. Visitors sign in on arrival and they receive a visitor's badge to demonstrate they have a legitimate reason for being there. Risk assessments are well maintained to minimise the risk of accidental injury. Effective arrangements are in place for children attending the holiday club when they go on trips and outings. A key attribute is staff morale, which is exceptionally high and attained through collaborative team work. The spontaneous camaraderie between staff clearly promotes a warm and welcoming atmosphere. The experienced core staff team work well together and the committee's shared values help them to reach a common goal. Staff are committed to promote the work of the club. For example, the highly dedicated club manager has worked at the setting for 18 years and has built a new Out Of School club for the children, although due to legal reasons it is not yet operational. Staff turnover is exceptionally low, although, staff induction and appraisal systems are in place to promote staff's personal professional development. Staff make good use of the quality assurance checks made by the local authority and as a result they were well prepared for the inspection. The club's action plan clearly prioritises aspects of the provision to be developed.

Time, space and resources are organised and used well to meet the needs of children. Resources are thoughtfully arranged to encourage children to use them and the effective layout of the room and continuous indoor to outdoor provision clearly supports children's learning in most areas. Relevant examples are the well-used art and craft areas and the mini beast hunts in the school's playing fields. Staff place the promotion of equality of opportunity at the heart of all their work. The club's core staff team work with children throughout the day at school as teaching assistants and as a senior lunch time supervisor. As a result, they have exceptionally good knowledge of each child's background and needs. Overall, children's behaviour is exemplary and all children are fully included and involved.

Working in partnership with parents and others is impressive and all adults have exceptionally high aspirations for the children. Parents are encouraged to join the management committee and they play a key part in developing the service in the children's best interests. Parents continually support the clubs fundraising events and as a result the club is extremely well resourced, apart from the limited range of books for children to use, hindering their overall development in this area of learning. Individual care plans are in place for children with health difficulties and children with additional needs, such as the visually impaired, are well supported as activities are adapted and extended to include all children. These measures clearly enhance all children's experience at the setting.

Parents commend staff for the way in which they deliver a valued and consistently good service. Parents are kept exceptionally well informed about their children's progress, mostly through informal and highly effective systems, like verbal exchanges at arrival and departure. The information received from parents is always used to ensure each child receives an enjoyable and challenging experience

that is tailored to meet their individual needs. Staff have established strong links with external agencies through the club's manager, who is also the Special Educational Needs Coordinator. For example, links with speech and language therapists. Transition arrangements are highly effective and new starters settle quickly. Staff promote a cohesive approach to delivering the framework by sharing relevant information with teachers at the school.

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. Overall, they promote children's learning and development well through systems that show children's individual progress is good in relation to their starting points and capabilities. Teaching methods are effective and when it is appropriate, staff are able to maintain children's attention for extended periods. Feelings and emotions are explored and reinforced in age appropriate ways, such as through story telling with props, like dolls and through signing. All children are encouraged to have a go and they are confident learners who have developed a positive attitude towards learning.

Children demonstrate a strong sense of security and they said they feel safe at the setting. If they were troubled or upset they would confide in any of the staff who would help them sort it out. Children clearly understand what standards of behaviour are expected and they always try to apply these in order to keep themselves and others safe. Overall, their behaviour is exemplary and the befriending scheme is testimony to this. Staff respect and value the uniqueness of each child and all children are treated with equal concern. The concept of sustainability and looking after the environment is promoted extremely well and this includes recycling items from home, like empty cardboard boxes, egg boxes, yoghurt pots and kitchen roll holders, which are used for model making. Tactile activities, such as making collages for the wall, help to develop children's natural curiosity, imagination and design skills. Different projects inspire children to learn about people's differences in the wider community. For example, an Asian dancer was invited to the club to demonstrate traditional dance and children had great fun dancing throughout the session.

Healthy eating is positively promoted and staff ensure the fruit bowl is always full for children to self-select. Children take part in regular outdoor activities to promote their good health and this includes playing ball games and using the scooters and bicycles. Children know to wear the safety helmets provided when they use ride-on equipment to minimise the risk of accidental injury. Effective measures like these, clearly promote children's overall physical and emotional health.

Children thoroughly enjoy their time at the club and children are engrossed in challenging and stimulating activities, like the 'X Factor Talent Competition', which is a children's favourite activity. Their development in information communication technology is good and they use the laptop to research self-chosen activities, like clay modelling and making Olympic torches with perforated holes. Younger

children learn through discovery how to twist, turn and press knobs and to identify sounds through the phonic activity centres. They use their imagination fully in role play when they dress up in different costumes. Fine motor skills and hand eye coordination is effectively developed when children use small coloured pegs to make heart shaped designs. The club is a number rich environment and children like to play bingo. There were three winners for the recent play dough competition and children receive quality prizes for their effort, participation and creativity. Overall, 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

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1

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

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	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

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