

Hebble Harlequins @ Gail and Jason's

Inspection report for early years provision

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Inspector Karen McWilliam

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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

Hebble Harlequins @ Gail and Jason's was registered in 2011. It operates in ground floor premises in Halifax and serves children from the local and wider community. There is a large enclosed area for outdoor play. The club is able to pick up children from a range of local schools and pre-schools.

The club is open Monday to Friday from 7am until 9am and 3pm until 6pm during term time and from 7am until 6pm during school holidays. Children attend for a variety of sessions. The club is registered on the Early Years Register and on the compulsory part of the Childcare Register to care for a maximum of 50 children at any one time, all of whom, may be in the early years age range. There are currently 180 children on roll of which, 10 children are within this age group. The club supports children with special educational needs and/or disabilities.

The club employs eight members of childcare staff. Of these, seven hold appropriate qualifications to at least level 2. The manager has achieved a level 4 and is currently working towards a childcare degree. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun and enjoy being at this setting. The staff are friendly and approachable and ensure that children make good progress through access to stimulating and challenging activities, with generally good resources, which complement their time at school well. The linking of observations and assessments for children are not always clear. Parents enjoy relaxed and informal relationships with the staff and are appropriately informed about aspects of the club. Systems and procedures are implemented well to ensure that children are safeguarded. The managers show drive and commitment and overall, systems to evaluate their service are generally effective at bringing about improvements.

What steps need to be taken to improve provision further?

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

- strengthen the link between observations and assessments to identify learning priorities for each child and link these to the educational programmes
- improve the range of resources to support children's opportunities to develop positive attitudes to diversity
- improve systems for the organisation of the setting by further developing the use of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

Children are safeguarded from harm and neglect because staff ensure that children's safety is paramount and implement good systems to protect them. All staff have accessed child protection training and the manager ensures that contact numbers are to hand should there be a concern about a child. Written safeguarding policies are in place and shared with the parents from the onset. Annual risk assessments ensure that all areas of the club and the outdoor areas are safe for children. Good recruitment procedures ensure that all adults in the setting are suitable to work with children.

The managers have a strong vision for their club and are committed to improving outcomes for children. They have implemented a range of systems to ensure this. For example, children have devised questionnaires to seek the views of their peers, as a result, they identified that children wanted more opportunities to play on the bikes and the managers have conducted a welfare requirement audit. Some areas for improvement, however, are not given equal emphasis. Staff deployment is effective, therefore, children are well supervised as they move freely from indoors to outside. There is a good range of resources available and children can choose some for themselves. A range of systems, such as the 'what would you like to do' board ensures that children contribute to the planning. Therefore, they are active participants in their learning, thrive and make good progress. Continuous professional development is a priority for the club and each member of staff has access to a training plan. Therefore, training needs are identified and acted upon.

Staff have established warm and positive relationships with parents and kind comments on the feedback sheets evidence that they are happy with the service the clubs provides. Staff obtain lots of information regarding their children during initial visits and ensure that parents receive a welcome pack, which contains lots of useful information regarding the club. A parent's information board and a daily exchange of information further ensures that children's care needs are met. The club has developed good partnerships with most of their link schools and pre-schools. The arrangements to support transitions ensure a complementary and consistent approach to children's learning and development. For example, staff liaise with teachers regarding themes and topics, such as 'foods from around the world' and compliments this in the club.

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

Children settle well and make good progress. Staff observe and assess children, then use this information to plan play experiences with the children. However, the link is between observation, assessment and planning is not always clear. Involving children in the planning ensures that they are motivated and interested in their play and learning, which results in children consistently engaged and happy in the club's activities and experiences. For example, children fully concentrate as they

make pom-poms as part of the Olympic games theme. Communication, language and literacy are well-promoted in the club due to the high level of interaction between staff and children. There is a cosy book area where children can sit quietly and read independently or with support of staff. Further support is offered with homework should children require it due to the recently formed homework club. Mark making is always available and children write, paint and draw pictures which are proudly displayed on the walls. Problem solving activities are continuously available. Children work co-operatively together creating large structures with construction bricks and happily talk about their creations. Children develop good imaginative skills as they dress-up and experience a range of different roles, such as princesses and bridesmaids. A wide range of activities, including laptops and games consoles ensure that children develop good skills for their futures.

Children's health is effectively supported in the club. The staff plan a variety of activities to test and challenge children's developing physical skills. Children enjoy a variety of ball games, such as football in the large outdoor space. Older children kindly support the younger children as they master roller skating. Children run up and down the small grass hills and around the race track. Regular outings to the park and swimming further contribute to their development. Staff ensure that all snacks are healthy, water and fruit are continuously available for children to help themselves when they are hungry or thirsty.

Children state that they feel safe in the setting because of the staff. They demonstrate this by snuggling into staff for reassurance when upset. Children confidently talk away to the staff and explore all the areas. Regular fire drills and discussions around 'stranger danger' and road safety, further contribute to children being safe.

Children and staff plan a range of festivals and special events that support their developing awareness of the world in which they live, such as different culture week. However, there are very few resources to promote children's understanding of diversity. Children have formed good relationships with their friends. They play happily together, sharing ideas and equipment. They are well-behaved, confident and demonstrate concern and care towards each other. For example, children help each other to dress-up in the role play area. This is because staff are good role models and they involve children in making the rules. The club is proud to have achieved an award for 'consulting children' and it is clear that children do make a good contribution to the setting, as the managers state 'this is the children's club'. Overall, children have fun and acquire a range of skills to ensure that they are prepared for their lives outside school and their futures.

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	2
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

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