

Moose Club

Whitechapel C of E Primary School, Whitechapel Road, Cleckheaton, BD19 6HR

Inspection date	08/02/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff are not sufficiently vigilant when children go to the toilet to ensure that children remain safe at all times.
- Staff have a poor understanding of the Early Years Foundations Stage. Observations are not detailed and do not identify the next steps in learning. Therefore, activities do not extend children's learning or enable them to progress effectively.
- The club do not inform parents and/or carers of the name of their child's key person, or explain their role, when a child starts attending the setting. The key person does not support parents and/or carers in guiding their child's development at home. This does not ensure that every child's learning and care is tailored to meet their individual needs.
- Self-evaluation is ineffective and is not fully embedded. Staff, parents and children have not yet been involved in this process. This means that strengths and areas for development are not identified and acted upon to bring about improvement.
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It has the following strengths

- Children enjoy access to some creative activities, to develop their expressive arts and design.
- Children mostly behave well. Children of all ages generally play happily together, with

older children helping younger ones.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main community room and in the outside learning environment.
- The inspector held meetings with the manager of the out of school club and spoke to all staff present during the inspection.
- The inspector looked at available evidence of documentation including children's records, evidence of suitability of practitioners working in the setting, policies and procedures and health and safety risk assessments.
- The inspector also took into account the views of parents spoken to on the day.

Inspector

Anne Mackay

Full Report

Information about the setting

The Moose Club is run by a voluntary committee. Following a move of premises, it was re-registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from the community room and interlinking secure foyer area with in Whitechapel Church of England Primary School, Cleckheaton. The premises are suitable for children with limited mobility and there is easy access to the school grounds for outdoor play. Sessions run each weekday, during term time only from 7.30am until 9am and then 3.15pm until 6pm and during holidays 7.30am until 6pm. Children attend for a variety of sessions. The club has four members of staff, all of whom hold an appropriate childcare qualification at level 2 or 3. Currently there are currently 62 children on roll, of these, 10 are in the early years age range.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve deployment of staff to ensure children's safety so that they are unable to leave the premises unsupervised
- improve staff understanding of the learning and development requirements; to ensure they understand children's level of achievement, interests and learning styles; and use this to plan and shape the learning experiences for each child
- ensure that parents are consistently provided with information about their children's learning and development, in order to ensure that each child is effectively supported at home and in the setting
- ensure secure links with teachers within the host school are in place to complement children's learning and ensure a two-way flow of information to meet children's individual needs
- devise and implement a thorough self-evaluation process, which includes the views of parents and children, to identify strengths and areas for development and use this to improve the setting.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's learning is not supported effectively whilst at the club as staff display a poor knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage Framework. Staff show a limited understanding of how children within the early years age group are learning and progressing. Staff have started an individual notebook for each early years child. This contains a contribution from children, such as a drawings and writing, together with a brief comment from staff. The notebooks do not contain any details of children's progress since they started at the provision, nor give any indication as to children's next steps. This means that individual development is not addressed effectively through the planning. Staff talk to parents when they start at the club about their children's likes and dislikes. However, they do not obtain from parents information regarding children's start points and parents do not receive any information from the provision to inform them as to their children's progress. Children's learning at school is not complemented effectively during their time at the club. Staff do not find out what children have been learning in school. This means that children's development is not supported or complemented in the provision.

Staff join in with some activities and respond to children as they play board games or make creative artwork with stamps, and provide explanations about rules and safe practice. They support younger children through encouragement and reassurance and find ways to help them join in to develop their self-esteem appropriately. Staff organise the environment adequately as they set out some resources to support play. Younger children select their favourite small world figures and begin to bake for them. Older children enjoy mark making and construction toys in small groups. One group of children find some toy cars and begin a competitive game with cars on the floor mats. However, staff are unaware of children's starting points in their learning and development, consequently staff have little understanding of children's achievements and are unable to shape learning experiences to fully support children's progress.

Children are able to move freely between the indoor community room and the school grounds outside. They enjoy being able to play in the large outdoor space and older children practice their football skills in multi-purpose games area whilst others enjoy a game of skipping supported and encouraged by a member of staff. This promotes children's physical development as well as helping them to maintain a healthy lifestyle.

The contribution of the early years provision to the well-being of children

Staff provide children with appropriate support during activities. Staff interact appropriately with the children, enquiring about children's day as they arrive for the beginning of the session. Staff help children in playing with toy cars and engage in conversation whilst helping children with crafts. Children enjoy the company of adults and some warm secure relationships are forming between staff and children. When outside, staff remain vigilant to ensure that children play safely, remain in sight and do not wander too far away in the school playgrounds. However, children are not supervised well at all times, particularly when they leave the main playroom to access the toilets. This poses a safety risk as children are able to leave the premises unsupervised and unnoticed.

Children are learning about how to keep themselves safe and healthy. Staff talk to

children about the risks of talking to strangers and about how bullying makes others very unhappy. Children sit sociably together to enjoy their healthy snack after school. Drinks of water are available throughout the session so that they remain well hydrated. Children mostly behave well because staff provide lots of positive feedback and encouragement which helps foster children's confidence and self-esteem. For example, children play a game in a mixed age group and older children spontaneously help younger children in identifying the correct counter to use. Staff support children suitably by making sure children of all ages have a chance to get a turn and play by the rules. Children respond well to staff's reminder about behaving safely near others, especially during physical activities. As a result, children are mainly learning to respect each other and think about the effect their behaviour has on others. Staff within the club talk to class teachers about the practicalities of the children's day, to ensure their transition between the each setting supports their well-being.

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

The manager and staff demonstrate a satisfactory awareness of their safeguarding responsibilities. Disclosure and Barring Service Checks have been carried out on the whole staff group to ensure that they are suitable to work with children. Staff are clear about their responsibilities to act upon any concerns about children's welfare and know the correct local procedures to follow. Risk assessments have been undertaken to ensure that indoor and outdoor areas are safe for children to use. However, the organisation of staff resources is ineffective; for example, children disappear to the toilet for periods of time without staff being aware of where they are. The lack of robust procedures significantly impacts on children's safety.

There is an insufficient understanding of the learning and development requirements, which leads to poor monitoring of children's progress. There are few systems in place for observing what children can do, assessing their progress and planning for their next steps. This means that it is not possible for staff to complement children's learning or be confident that children are making progress or for staff to take any action if they are falling behind.

The staff team are suitably qualified and some staff are developing their skills further by taking more advanced qualifications. The manager is able to describe some of her thoughts about how to develop the club. For example, she would like to create a home corner where children can quietly relax after a busy school day. However, the manager does not have a plan that will support her to achieve her vision. In addition, there is no system in place for gathering the views of staff, parents or children so that they can contribute to any improvements. The outcome is that children do not benefit from continuous improvement because the management lack a way in which to reflect on their practice through self-evaluation.

Parents are welcomed and the club acts as a link between school and home for some children, which means that there are occasional opportunities in place to share information about children's health and well-being. However, staff do not consult with the school

about children's learning, which means that there is a lack of continuity in the educational programmes provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (Suitability and safety of premises and equipment)
- ensure that a child is unable to leave the premises unsupervised except where the childcare is open access childcare, or where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (Suitability and safety of premises and equipment).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY450371
Local authority	Kirklees
Inspection number	811021
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	62
Name of provider	The Moose Club
Date of previous inspection	not applicable
Telephone number	01274 335248

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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