

Lothersdale Community Out of School and Holiday Club Ltd

The Village Club House, Lothersdale, KEIGHLEY, West Yorkshire, BD20 8HB

Inspection date	04/06/2013
Previous inspection date	10/01/2011

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		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children develop positive attachments with the staff and other children. They are very independent, because the staff offer them choices, include them well in all activities, and praise their achievements.
- Children receive good support to help them extend their rapidly developing communication skills, because the staff talk to them consistently during activities and routines.
- Children's all-round development is effectively supported because staff work closely with parents and the other settings children attend to provide continuity of care and early education.
- Children's learning is effectively supported, because they receive a good balance of indoor and outdoor play.

It is not yet outstanding because

- The range of large resources in the outdoor area are not developed to the optimum, to maximise on children's rapidly progressing physical skills.
- There is scope to further assist children in recognising numerals outdoors, to extend their mathematical skills.

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 and resources in the main playroom and outside.
- The inspector spoke to the staff, some parents, and the children present.
- The inspector sampled a range of documents, including the learning records and the policies and procedures.
- The inspector spoke to several staff about the learning intentions of a variety of activities observed at the inspection.

Inspector

Melissa Patel

Full Report

Information about the setting

Lothersdale Community Out Of School and Holiday Club Ltd was registered in 2010. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is a limited by guarantee company. The setting runs from Lothersdale Village Club House, which is situated in a rural village within North Yorkshire. The premises are shared by various groups in the community, however, the setting has sole use of the building while the out of school sessions are in operation. The children have access to the ground floor, which includes a playroom and toilet facilities, along with the first floor hall and toilet facilities. The first floor is accessed via stairs only and there are a small number of steps up to the entrance of the building. There is a secure area to the front and the side of the building for outdoor play.

There are six staff members employed at the setting. All staff hold suitable early years qualifications, with one staff member holding a level 5, and another holding a level 6. Three staff hold a level 3 qualification. There are a total of 160 children on roll, of whom four are in the early years age range. The setting primarily serves the families of children who attend Lothersdale Community Primary School, although is also open to the local community. The before and after school club serves children from the local primary school and is open each day from 7.30am to 9am and from 3.15pm to 6pm, term time only. The holiday club is open to all children and operates during most school holidays, except for the last two weeks during the summer and the Christmas period. The setting receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the opportunities for children to recognise numerals as they play outside, for example by placing number labels on each bicycle and the corresponding number on each parking space
- extend the opportunities for children to further develop their physical skills outside, for example by adding large equipment, such as milk crates, tyres and large tubes, that children can move safely to create their own structures.

Inspection judgements

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

The staff have a good understanding of the children's individual learning needs overall. This is because they find out important information about the children in order to support them effectively. For example, staff work closely and consistently with parents to gather detailed information regarding children's learning needs before they start at the setting, and as an ongoing process. The staff observe what the children know, and using the information gained from parents, they plan effectively for each child's next steps in learning, such as developing their social skills. In addition, staff work closely with the other early years settings children attend, to reaffirm and complement all children's learning experiences. For example, staff plan activities to extend the children's individual communication and language skills effectively by talking to them consistently during daily routines and activities. This results in all ability groups receiving effective support which helps promote their all-round development and complements what they are learning at school. Children are making good progress overall, according to their starting points and time spent at the provision, and are having fun and learning through their play.

The staff ensure that the children make many decisions about the activities that they want to do. For example, children choose between playing outside and enjoying a game indoors. They freely practise making marks to support their early writing skills and develop their own ideas through creative activities, using a variety of brightly coloured paints and exploring a range of textures. Staff support children's creativity and critical thinking effectively by ensuring resources are readily and easily accessible and by talking with children about their ideas and views. Staff also plan new and interesting opportunities for children to further express their creativity, such as glass painting and pottery painting.

The staff give good support overall to help children progress their large physical skills, and their understanding of the world. For example, children show good control as they use a bat and ball, and they are guided by staff as they do so. They dig in the soil, and they plant and grow fruits, such as strawberries, outdoors. However, there is scope to further support children's development of their physical skills outdoors, through extending the use of larger equipment that children can use to construct, build and slot together.

The staff generally support the children's developing mathematical skills well. For example, they help children play games, which involve counting and recognition of numerals, and encourage children to learn about volume and space as they explore different sized resources in the sand. The children also use mathematical language in their play, using words, such as big and little, while playing with bats and balls. However, children have fewer opportunities to recognise numerals as they play in the outdoor area, in order to further extend their mathematical skills.

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

Children's well-being and security are effectively supported. This is because the staff have a good knowledge of the individual needs of the children. The staff talk to parents about the children's differing care needs so that they can use the information they collect to effectively support each child. The children receive good, ongoing support from the staff, which results in them forming close attachments to the staff and other children. This is demonstrated as children happily talk about what they did in the holidays. Staff also praise

children regularly for their achievements, and the children are all equally included in all activities and routines. This results in children behaving positively within the environment. The staff also support children's good behaviour by being responsive to what children say and being a good role model. For example, the staff listen to children and treat them with respect.

Children show an interest in the environment and the activities offered. Staff are playful with the children. For example, they join in activities with them, and they help the children have fun whilst supporting their independence through offering lots of choice from resources that are organised effectively. Children are developing an effective understanding about healthy lifestyles through receiving a good balance of indoor and outdoor activities that they enjoy, including many that promote the health benefits of exercise. In addition, the staff offer children a range of healthy food choices that are nutritious; for example, children enjoy wraps with various fillings, and they eat fruit and salads. Water is also readily available so that children can drink regularly.

Care routines are carried out effectively. For example, children frequently wash their hands, and they demonstrate a good knowledge of the importance of this to their continuing good health because staff talk to them and discuss this with them. Good hygiene is maintained, and the provision inside and outdoors is effectively risk-assessed to ensure children can explore safely. The staff talk to the children about safety; for example, they discuss how to handle toys and equipment safely, such as the swing ball, and children practise the fire evacuation procedure so that they know how to leave the building quickly in an emergency. This helps the children understand how to keep themselves safe, and to consider others within the environment.

Transitions are managed effectively, both within the setting and between settings. This supports children's confidence, learning and well-being. For example, the staff help the children settle at the out of school club by ensuring that the children and parents visit the setting before they start. This enables the children and parents to get to know the staff and the routines. The staff are involved in taking children to other local settings, such as school. The staff become involved in what children do there. For example, they listen to the children as they share information about a project that the children are doing at school. The staff are available to talk to parents at the parents evenings held at school. Staff work closely with the parents to ensure children's move into the out of school club runs smoothly, and staff discuss and share the setting's settling in policy with parents. All of this enables all parties to support the children effectively.

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

The management and staff have a clear overview of the Early Years Foundation Stage safeguarding and welfare requirements. This is reflected in how the staff consistently support children's safety within the setting, both indoors and outdoors. Staff understand their role with regard to helping children stay safe, and what to do in an emergency, or if there are any concerns about a child being at risk. The safeguarding policy is clear, and is effective in ensuring that the staff and parents are fully informed of the procedures in

place to keep children protected, and what to do if there are concerns. The employment procedures are robust. This ensures that the staff are suitably checked for their suitability to work with children, and that they understand their role and responsibilities. Effective induction procedures and regular staff appraisals provide staff with good support so that they work well with the children. The staff go on regular training courses, such as first aid, and they keep up to date with changes to the learning and development requirements in order to support children effectively. Management make sure that the learning and development requirements are promoted effectively for children, through working closely with the staff and monitoring practice. This includes reviewing how staff support children during their daily activities, and how they work in partnership with the parents.

Evaluation is good because the staff and management have regular meetings to voice their views on how to improve the setting. They implement their plans to ensure children are effectively supported. For example, they have focussed on the educational programmes to support children's free choice and independence, and extended their inclusion of parents in the planning of activities. This helps support the planning for children's individualised learning. Parents views are voiced through discussion and in written form, which give parents the opportunities to be specific about what they expect from the provision. As a result, staff form good relationships with parents, and work closely with them to support children's care needs and learning. Children are also given a voice, and this is achieved through discussions and making choices about what they wish to do.

Staff form very good relationships with the other settings children also attend, such as the local schools; for example, they share appropriate information to support children's care and learning. Staff demonstrate a good understanding of the importance of working in partnerships with other agencies when required. This ensures that children receive outside support when necessary to promote their all-round development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	EY415101
Local authority	North Yorkshire
Inspection number	879849
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	160
Name of provider	Lothersdale Community Out of School and Holiday Club Ltd
Date of previous inspection	10/01/2011
Telephone number	01535 634863

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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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