

The Robins Nest Out of School

Carr Green Cp School, Carr Green Lane, BRIGHOUSE, West Yorkshire, HD6 3LT

Inspection date	06/06/2013
Previous inspection date	06/06/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The acquisition of communication, language skills, personal, social and emotional development is supported sufficiently well. As a result, children are confident, sociable, and able to express their own preferences and interests.
- Staff place a real emphasis on fostering the children's personal, social and emotional development, consequently children increase their independence, display a strong sense of belonging and enjoy their time at the club.
- Staff encourage all children to be active outdoors and plan enjoyable outdoor learning experiences.

It is not yet good because

- The monitoring and evaluation of how children play and learn is not precise enough, leading to gaps in the challenge that play opportunities offer to younger children.
- Opportunities for children to use information and communication technology resources, such as a computer, to enhance and support their learning are not fully promoted.
- Self-evaluation is not used well enough to demonstrate how the setting drives quality improvement to ensure enhanced support for children's achievements over time.

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 playroom and outdoors. The inspector also participated in games with children in the outdoor area.
- The inspector held meetings with the owner, deputy manager and had a telephone discussion with the manager of the provision.
- The inspector looked at children's assessment records, evidence of safeguarding procedures within the club, the provider's self-evaluation and a range of other documentation.

Inspector

Shazaad Arshad

Full Report

Information about the setting

The Robins Nest Out of School Club is privately owned. It opened in 2010 and operates from Carr Green School in the village of Rastrick, in Brighouse. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are cared for in the school hall and they have access to the school grounds for outdoor play. There are schools, shops, parks and public transport links in the local area.

It is open each weekday from 7.30am to 9am and from 3pm to 5.45pm during term time and for full days during school holidays. There are currently 50 children aged from three to eleven years on roll, of whom, five are in the early years age group. Four staff are employed, of these, three are qualified at level 3 and one at level 2. The club receives support from the local authority.

What the setting needs to do to improve further

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

- improve the use of observations and assessments to consistently take into account each child's progress by considering their age and stage of development and use this information to plan and shape challenging learning experiences for each child. Monitor these to ensure that they complement children's learning in school.

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

- build on current planning for children's learning in information and communication technology to further enhance opportunities for them to make use of a wider range of resources
- develop rigorous self-evaluation in order to promote continuous improvement that supports children's achievements over time.

Inspection judgements

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

The out of school provision provides a relaxed atmosphere, enabling children to settle quickly to their chosen play activity. Staff are developing their knowledge and

understanding of the Early Years Foundation Stage, enabling them to know how to enhance children's learning after school. Staff build upon what they already know about the children, as demonstrated through their individual development learning journey files. However, staff do not clearly evaluate through accurate observation, how children's learning is enhanced after school. This impacts on ensuring accurate and appropriate challenge to younger children, to complement their learning in school.

The ethos and routine of the club place a clear emphasis on ensuring children make a positive contribution and enjoy their time at the setting. For example, children regularly give their suggestions and ideas about the activities undertaken and what they would like to change. Some children have been involved in making the acceptable rules of behaviour, which are displayed and clearly understood by them. Therefore, on occasions, children are heard reminding one another of acceptable behaviour and why. Children become active and independent learners as they busily move around their environment deciding what to do. Staff make use of the warmer weather to hold snack time outdoors. The time is used well to offer children the time to relax, sit and chat with each other and adults about their day and their interests. They increase their independence as they pour their own drinks and are keen to help tidy away.

Children's communication and language is supported well through purposeful play and interactions. Children spontaneously interact with adults, who engage them well in conversation during their play about what they are doing and how they are feeling. Staff show a genuine interest in what the children say, and therefore develop a mutual respect for each other. Children show a keen interest in writing, colouring and drawing as they make their creations on the tables outdoors. These enable the children to use their literacy, creative and imaginative skills effectively. Staff provide good playful opportunities for children to problem solve, count, sort, match and make patterns through a varied range of construction toys and games. These effectively extend their mathematical learning from school.

Children benefit greatly from being outdoors and thoroughly enjoy the opportunity to use the school field and outdoor area. Many children spend much of their time outdoors and develop a positive attitude towards physical activity because staff take part themselves, which adds to the children's enjoyment. For example, a group of children thoroughly enjoy competing in a football match. Children have good opportunities to use equipment, such as skipping ropes, hoops and a variety of bats and balls and wheeled toys, to further develop their physical skills. Children have also been involved in making decisions on the resources, such as the purchase of a table tennis table. However, access to resources supporting children's interest in information communication technology is limited, as children are unable to access items, such as computers. As a result, their future skills around their understanding and competency in using technology equipment to support their learning are not fully promoted.

Staff engage parents in their children's development and learning in the setting and at home and help parents share what they know about their children. They keep parents informed about their children's achievements and progress. Staff make time at the end of each session so they are available to update parents and carers about what their children

have been doing and to pass any messages on from school.

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

Children are developing their confidence and are happy and settled in this welcoming club. Parents and carers complete forms to help staff gain an understanding of their child's needs, personalities, likes and dislikes when they start to help them settle. Children enjoy warm relationships with the key staff that care for them and children are forming firm friendships. This enables children to enjoy their play activities as they readily include each other in their play. Staff are friendly and approachable and positive role models. They support children sufficiently in their activities and ensure that there is an appropriate balance of adult-led and child-initiated play. The key person system is developing and staff ensure sufficient support for younger children. For example, staff play alongside them outdoors with board games and in writing activities. Children behave well and show good consideration for others during their play and the daily routines. They take responsibility in the club by helping to organise the outdoor games.

Regular risk assessments conducted by the staff team ensure the environment is safe indoors and outdoors, and children are able to move safely and freely. They understand the need for effective hygiene routines and thoroughly enjoy the well organised outdoor tea time snack. As a result, the snack time is used to offer opportunities for children to chat and socialise with one another in the large outdoor spaces. First aid, medication and accident reporting and recording requirements are met to secure the children's safety and well-being.

Children select and choose their own activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys and helping to prepare the activity area. This demonstrates they are learning skills for the future.

Many of the children attending the club are also pupils of the school and, consequently, they are familiar with their surroundings. There are developing links with the three schools to support their care and education. For example, some of the staff also works in the school. Therefore, they know some of the younger children well and this supports information sharing and updates about the children's care and needs.

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

Staff work well together and are clear about their roles and responsibilities and provide a sound range of experiences to capture the children's interests. There are satisfactory systems in place to ensure staff are suitably vetted, qualified and inducted. There are new systems for performance management and under-performance of staff in place that are not yet fully embedded, for example, to identify gaps in knowledge. All the required policies, procedures and records are in place to secure children's safety and welfare. Staff clearly understand and know how to implement the club's written policies and procedures,

in order to ensure the safeguarding and welfare of the children. For example, all parents are asked to sign their children out and the registers record children's attendance. The noticeboard displays information so that parents are informed about the policies and procedures which support their child's health, safety and well-being. Staff have a sound understanding of the Statutory framework for the Early Years Foundation Stage. However, current observation and assessment of enhancing the learning and development of early year's children is not fully developed.

The setting is generally well resourced. However, children do not always have enough opportunity to access a wider range of equipment around information and communication technology. This hinders the progress they make in school as the club does not enhance the same learning experiences after school.

They are in the early stages of beginning to identify their strengths and areas for improvement. However, they lack rigour and are not fully effective in supporting ongoing improvements to the provision for children and their families. The quality of teaching and learning is not fully evaluated or monitored effectively to ensure the areas of learning are effectively covered, to compliment children's learning in school. Management and staff welcome the support from their local early year's advisors to improve the service they provide. For example, the staff are working closely with local authority to update their knowledge of the Early Years Foundation Stage. Apart from further improving evaluation the management has addressed recommendations made previously. For example, new working arrangements are in place to cover the management of hygiene and risk assessment procedures. This ensures the setting is striving for continual improvement, aimed at improving the well-being of the children.

Parents receive adequate information about the club and its policies, and are kept up to date about their children's time at the club. The developing partnership working with the schools results in sound support for the children.

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	EY412709
Local authority	Calderdale
Inspection number	919159
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	50
Name of provider	Angela Marie Robinson
Date of previous inspection	06/06/2011
Telephone number	0148 471 5969

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

