

J's Out of School Club

St John's Church School, Field Head, Golcar, Huddersfield, HD7 4QQ

Inspection date

27/06/2013

Previous inspection date

13/11/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Practitioners' relationships with other professionals and external agencies are good. They share relevant information to ensure children receive any additional support they need. This promotes and safeguards children's welfare and learning.
- Children behave well and they have a good understanding of the boundaries relating to behaviour, such as self-controlling the noise levels by using the 'bing bong' instrument.
- The children have good opportunities to make independent choices in their play. They access a wide range of activities across all areas of learning and they especially enjoy using their imagination and being creative. Therefore, children are happy and approach their learning with confidence and enthusiasm.
- Practitioners access training to support their own development and personal effectiveness. They make good use of self-evaluation and meetings to discuss ways to improve the provision for children.

It is not yet outstanding because

- Practitioners are sometimes inconsistent in regard to completing the 'all about me' booklet when children first start at the club. Therefore, they do not have a clear point of reference when supporting the very good arrangements for transition from home.
- How practitioners encourage all parents to share ongoing information about their children's learning at home is not always effective. Therefore, they are not always maximising what parents know when supporting children's highly focused learning.

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 toured the premises and observed children playing in the hall and classroom.
- The inspector spoke with the manager, practitioners and a committee representative at appropriate times throughout the inspection.
- The inspector looked at children's learning records, planning documents, self-evaluation, evidence of suitability of practitioners and a range of other documentation, policies and procedures.
- The inspector took account of the views of parents through discussions and information provided in parental questionnaires.

Inspector

Helen Blackburn

Full Report

Information about the setting

J's Out of School Club was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Golcar, Huddersfield and is managed by a voluntary committee. The club serves children who attend Saint John's Church School and Golcar Junior Infant and Nursery School. It operates from the school hall and yellow classroom within Saint John's School and there is an enclosed area available for outdoor play.

The club employs seven members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The club opens Monday to Friday during term time only. Sessions are from 7am until 9am and from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 96 children on roll, 10 of whom are in the early years age group. The club supports children with special educational needs and/or disabilities. It is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- enhance partnership working by promoting a consistent approach when using the detailed 'all about me' booklet to further strengthen the transition from home
- strengthen relationships with parents by encouraging them to share their ongoing observations of children's progress at home so that information can be used to further support planning for children's progression.

Inspection judgements

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

Practitioners have a good understanding of how young children learn and their role in supporting their learning in the after school club. They provide a wide range of activities and experiences to support children's progress across all areas and to complement their experiences in school. Practitioners regularly talk to teachers and they share information on planning and children's learning needs. This means practitioners plan continuity in children's learning because they complement what children are experiencing and learning about in school. For example, when children learn about mini-beasts in school, at the club they build on this by baking 'bug biscuits' and by creating different animals with the arts and craft materials. In addition, planning at the club is flexible to take account of

children's choices and interests. For example, after a delivery of large items, children initiate their own play by designing and creating dens using the boxes. This means children are active learners because they have the confidence to express their own ideas and thoughts.

Practitioners regularly observe children and they use these observations to identify what they need to do to support children's progress across all areas of learning. This enables them to effectively plan a good range of activities to support children's individual needs and progression. Therefore, children make good progress in their learning. All children at the club attend school. Therefore, through effective planning and partnership working with school, practitioners further strengthen children's skills so that they continue to be confident and independent learners. Children have free access to books and writing materials, and they learn about size, volume and measure when engaging in baking activities. This effectively supports children's mathematical and literacy development.

Practitioners are actively involved in children's play and they ask a wide range of open-ended questions. This contributes to effective teaching because they encourage children to think for themselves. For example, during animation activities, practitioners skilfully question children and provide explanations so that they work out how to use the computer to make a short animation film. Children thoroughly enjoy this activity, laughing with pleasure at what they have made. By using technology, practitioners support children's progress in understanding the world. Practitioners' positive interactions in children's play and routines contribute to them effectively supporting children's language and communication. For example, mealtimes are a sociable experience for children because they provide good opportunities for them to listen to their peers and engage in everyday conversations. In addition, children engage in 'show and tell' activities, where they can talk to their peers about their experiences at school and home. As a result, children are confident speakers and they easily hold conversations with adults and peers. The children are very creative and imaginative learners, and through a wide range of activities they express their own ideas. For example, children create and design elaborate models using the construction materials. This fosters children's development in expressive arts and design. Children have good opportunities to play outdoors, which means they are active, energetic and can access fresh air after their day in school. Children enjoy playing football, parachute games and having the space and freedom to be physically active in open spaces. This effectively promotes their health and physical development.

Practitioners have good relationships with parents and they fully understand the importance of involving them in their child's learning. Practitioners maintain a learning journal of children's progress, which includes their observations and plans to support children's next steps in learning. These records are available for parents to view at any time. However, ways in which practitioners encourage parents to access these and share their children's progress at home on an ongoing basis are not yet fully embedded in practice. Therefore, practitioners are not always maximising what parents know when planning for children's already sharply focused learning.

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

Key persons work closely with children and build up good relationships with them. This includes some practitioners who work with children in other settings becoming their key person at the club. This promotes continuity for children and contributes to them settling quickly. When children first start at the club, practitioners use an 'all about me' booklet and other detailed documentation to find out about children's needs, likes and routines. This, alongside the key person relationships and close partnership working with parents, means practitioners, overall, know children well. However, due to some inconsistency, there is scope to further strengthen the transition from home. For example, not all practitioners complete the 'all about me' booklet in full. Therefore, not all of them are maximising what parents and children want to share to further enhance the transition from home to the club. Effective key person arrangements and close liaison and information sharing with school mean children are happy and they settle quickly at the club. This fosters children's personal, social and emotional development and helps with transition between school and the club.

Practitioners approach to managing children's behaviour is positive. They calmly talk to children and explain why certain behaviour is unacceptable. They have clear boundaries and expectations and, as a result, children behave well. Children's self-discipline and management of their behaviour and that of their peers is good. They recognise when the noise levels are getting too high and use the 'bing-bong' instrument to remind their peers to talk in quieter voices. Through praise, rewarding children's behaviour and achievements, practitioners effectively promote children's self-esteem and confidence. Children work as a team to gain a 'gem' to put in the rewards jar. They understand that the team with the most gems receive a treat from the 'treat box'. This encourages children to work together and fosters cooperative and harmonious relationships. As a result, children have good relationships with their peers. They share, take turns and talk to others with respect and good manners. These skills and positive relationships support children as they adapt to different social situations, such as school.

The learning environment for children is clean and safe. This is because practitioners complete daily safety checks, carry out regular risk assessments, adopt good cleaning routines and supervise children well in their play. This means good precautions are in place to minimise accidents and to promote children's health and safety. Through play and routines, children are developing a good understanding of how they can keep themselves safe. They understand by wearing their high-visibility vests and practising road safety they are kept safe as they walk to the club from school. Practitioners implement a good range of policies and procedures that contribute to promoting children's health. They provide a wide range of healthy snacks, such as cereal, fresh fruit, cheese, meats and chopped vegetables. In addition, by successfully gaining a 'gold award for healthy eating', practitioners demonstrate a good understanding of meeting the nutritional needs of young children. Children have good opportunities to access outdoor play so that they can access fresh air and be active. This promotes their physical development and encourages them to lead a healthy lifestyle. For example, children enjoy playing football, they design and create dens with large boxes and they take part in parachute games. These activities encourage children to run, kick and throw balls, move in different ways and to be active after their school day. Everyday routines, such as hand washing before snack and talking about germs, ensure children have a good understanding of the importance of effective hygiene practices.

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

Practitioners have a good understanding of their responsibilities in promoting and safeguarding children's welfare. All practitioners access safeguarding training so that they have a good understanding of the signs of abuse and neglect. This, alongside a detailed written safeguarding policy, means they know the procedures for reporting concerns. This includes dealing with any allegations against practitioners and others involved in the setting, such as committee members. This effectively contributes to protecting children from harm and means any concerns are shared with appropriate agencies. Effective procedures for the recruitment and vetting of practitioners and committee members ensure they are suitable to work with children. This includes an induction for all new practitioners so that they fully understand their responsibilities in safeguarding and promoting children's welfare. Practitioners' effective deployment around the club contributes to keeping children safe and means they adhere to high adult-to-child ratios.

Through regular meetings, self-evaluation and working closely with the local authority, the setting has made significant improvements since the last inspection. For example, through accessing training and supporting practitioners' personal development, over half of them have completed a recognised early years qualification at level 3. In addition, all unqualified practitioners are embarking on a level 3 qualification. This strong commitment to professional development means they have successfully addressed actions raised at the last inspection. In addition, through employing practitioners with experience of working with young children and accessing training, they have a greater understanding of the safeguarding, welfare, learning and development requirements. Consequently, opportunities to promote children's learning, including those with special educational needs and/or disabilities, has vastly improved, to promote positive outcomes for children. For example, the development of observation, planning and assessments arrangements means that practitioners effectively support children's progress. Through self-evaluation, which includes input from all practitioners, parents and children, the club continues to explore ways to further develop the provision for children. For example, following feedback from children and parents, practitioners review the menu to incorporate their ideas and suggestions. Practitioners are committed to their professional development and through their appraisals they are eager to share their goals and ideas. Practitioners' high expectations of themselves mean that outcomes for children are positive because they promote good quality care for them.

Practitioners have good relationship with parents, and through discussions they share relevant information about their child's day and needs. Parents receive good information about the club through written policies, procedures, notice boards and newsletters. Discussions with parents, and information from questionnaires, establish that they are happy with the club. They say practitioners are friendly, the environment is safe and that the service is flexible to meet the needs of the family and working arrangements. Children are eager to talk about their experiences, saying that they like to attend because it is fun and they can play with their friends. Practitioners have good relationships with all schools involved in children's care so that they share information about their learning. They share

planning and discuss children's learning needs. This means the club effectively complements children's experiences in school so that they promote continuity in their learning. Practitioners also work well with parents and other professionals, or external agencies involved in children's care. This means good measures are in place to ensure learning is tailored to support all children's progression, including those that need additional support or help.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	509903
Local authority	Kirklees
Inspection number	819418
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	96
Name of provider	J's Out of School Club Committee
Date of previous inspection	13/11/2009
Telephone number	07876 722216

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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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