

Hoppers

Wellhouse Junior & Infant School, Lower Wellhouse, Golcar, HUDDERSFIELD, HD7 4ES

Inspection date

Previous inspection date

18/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are happy in the relaxed environment of the after school club, and confidently share news about their day at school with the staff.
- Children benefit from being able to select and choose from a suitable range of toys and resources within the club.
- Children are learning about supporting their own health and safety through daily routines and discussions by the staff.
- Staff work well with the schools that children attend, which supports children's continuity of care and learning.

It is not yet outstanding because

- There is scope to develop further partnerships with parents by involving parents more in the self-evaluation process.

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.
- The inspector had discussions with staff, children and a parent.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

Inspector

Helene Terry

Full Report

Information about the setting

Hoppers was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the hall and library in Wellhouse Junior and Infant School, in Huddersfield, West Yorkshire. The afterschool club is owned and managed by an individual provider. The club serves the families of Wellhouse and Clough Head Junior and Infant Schools. There are enclosed areas available for outdoor play.

The club employs two members of childcare staff. Both members of staff hold appropriate early years qualifications at level 3. The club opens Monday to Friday term time 7.30am to 9am and 3.15pm to 6pm and during school holidays 7.30 am to 6pm. Children attend for a variety of sessions. There are currently 17 children attending, of whom five are in the early years age group. The club supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance further the partnerships with parents by involving them in the process for self-evaluation to improve the provision for children.

Inspection judgements

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

Children really enjoy the relaxed atmosphere of the after school club. Staff take time to listen to news about their day at school, enabling children to discuss any worries and share their achievements. The activities provided by the club are suitable for the needs of the children attending. Children have a say in the activities on offer. Staff readily respond to children's requests, and identify through discussion, the activities they would like to take part in. For example, children show a keen interest in flag making, therefore, an atlas is obtained from the library to help children recreate flags from around the world using craft materials. Staff also identify that a child has a particular interest in construction vehicles, as a result, a construction set is made available to enable children to recreate dumper trucks and diggers. Children enjoy being able to select from a good range of toys and equipment, which are set out for them on their arrival. They become familiar with technology toys as they play on the games console and play ball games in the school's playground. Staff provide valuable opportunities for children to learn about life cycles as they grow plants in tubs. They follow children's interests as they investigate the soil,

digging to see what they can find. Staff support children's learning well by talking with them about the parts of the bulb, such as the roots and the shoots. There is much excitement as children observe the worms and they have discussions about how worms move with staff introducing new words, such as 'slither' and 'squirm'.

Staff complete observations of the children to gain an overview of their development. Parents are aware of the records staff keep, and engage in discussions with their child's key person at the end of each day, keeping them effectively informed about children's interests. Staff have a secure understanding of the Early Years Foundation Stage Framework learning and development requirements. They adapt their approach suitably to reflect the type of provision on offer, whilst continuing to meet the needs of children.

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

Children settle well because staff have a secure understanding of children's individual preferences and learning needs. There is a very relaxed feel in the club and the children readily approach staff for cuddles. Children arrive happily and quickly settle to an activity of their choice. Children form positive relationships with their key person and build friendships with other children in the group. The key person arrangements are successful in encouraging effective links between parents, teaching staff and the club staff. Procedures to help children settle within the club are sound. New children attending the school, who may wish to use the club, are given opportunities to visit and stay for short periods to help build familiarity and confidence.

Children are well-behaved, polite and demonstrate a secure understanding of the rules in the club, which are based on those rules that children are familiar with while in school. This helps consistency and reassurance for the children. Staff gently remind children about expectations, such as kicking balls safely to prevent accidents. Children receive praise and encouragement from the staff, which boosts their confidence and self-esteem. For example, staff congratulate children on their wonderful flag making skills.

Children enjoy a sociable light tea where they chat to each other and make decisions about what they want to eat. They benefit from healthy choices of fruit, vegetable sticks and garlic bread. Staff remind children to follow good hygiene procedures, such as washing their hands before snack, helping children to follow positive routines to support their own health. Good supervision at all times help to keep children safe and they are encouraged to use equipment safely, such as scissors. Children have regular access to the outdoor play areas to enable them to enjoy exercise and fresh air, which promotes their understanding of a healthy lifestyle.

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

The friendly staff team work well together and demonstrate a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Effective induction procedures and ongoing staff supervision means that staff understand their individual roles appropriately. All staff frequently attend training

to increase their own skills and knowledge to enable them to make some changes to support children's needs. Self-evaluation is developing well. The manager overviews the provision regularly to highlight areas she wishes to further develop. Children's views of the provision are obtained through discussions and they make suggestions about the activities that they would like to do, such as making fruit kebabs. Although parents chat to staff about the facilities on a regular basis there is no clear system to enable them to make a full contribution to the club.

Staff have a good understanding of the setting's safeguarding procedures to help keep children safe. They have attended training and understand the steps they must follow if they have a child protection concern. The manager follows appropriate procedures when recruiting and vetting staff, which helps to safeguard children. Checks are completed and documentation is maintained to help ensure that all those working with children are suitable to do so. There are good policies and procedures in place that effectively underpin the club. The comprehensive risk assessments ensure that the environment is a safe place in which children can play and learn.

Partnerships with parents are developing well. Parents receive suitable information about the club so that they are aware of each other's responsibilities and the continuity of care for the children. Staff have good links with teachers in the schools that the children attend to support children's individual needs. They prepare well with teachers and other professionals to ensure that they have systems in place to support children with special educational needs and/or disabilities to enable continued learning.

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	EY460091
Local authority	Kirklees
Inspection number	904233
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	17
Name of provider	Alison Louise De'Barkham
Date of previous inspection	not applicable
Telephone number	01484 222255

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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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