

# The Clubhouse

121 Ashdene Drive, Crofton, WAKEFIELD, West Yorkshire, WF4 1HF

<b>Inspection date</b>	25/03/2013
Previous inspection date	09/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 children enjoy practitioners being involved in their play and they are eager to share their experiences with them through positive interactions.
- Children behave well. They enjoy their play, and through the implementation of appropriate policies and procedures, they feel safe and learn about appropriate hygiene practices.
- Children enjoy using their imagination and expressing their ideas and thoughts through role play activities, such as playing at shops.

### It is not yet good because

- Practitioners are not always considering children's individual learning needs when planning activities. In addition, the outdoor environment is not used effectively to support children's physical development or understanding of the world. This means children do not access a breadth of activities and some activities lack challenge.
- Monitoring of the educational programmes and setting of clear actions to overcome identified weaknesses are not rigorous enough to improve the provision for children.
- Information sharing with parents and other settings about children's progress and experiences is not maximised to promote continuity when planning for their developmental needs.

## 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 had a tour of the premises and observed activities in both rooms.  
The inspector held a meeting with the manager and looked at children's assessment records, planning documentation, self-evaluation, evidence of suitability of practitioners and a range of other documentation.
- The inspector took account of the views of parents and carers through information provided in questionnaires.

## Inspector

Helen Blackburn

## **Full Report**

### **Information about the setting**

The Clubhouse was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Crofton area of Wakefield and is one of two settings managed by an individual owner. The nursery serves the local area and is accessible to all children. It operates from a converted shop.

The setting employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 or level 3, the manager is qualified to level 6, and one relief staff member holds Qualified Teacher Status.

The setting opens Monday to Friday for 49 weeks of the year. Sessions are from 7am until 9am and from 3pm until 6pm, Monday to Friday during term time, and during school holidays from 7.30am until 6pm. In addition, sessions are currently offered Monday, Tuesday and Wednesday, from 11.45am until 3pm for children aged from three years. Children attend for a variety of sessions. There are currently 35 children on roll, of whom 12 are in the early years age group.

### **What the setting needs to do to improve further**

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

- ensure information from observation and assessment is used effectively to plan challenging experiences for children across the seven areas of learning, to support their individual needs and stage of development
- improve the educational programmes for physical development and understanding of the world, for example, by providing time and space for children to enjoy regular energetic play in the outdoor environment, where they can practise moving in different ways, such as balancing, climbing and target throwing. In addition, make use of the local area for exploring both the built and natural environment.

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

- develop monitoring and evaluation so that processes are rigorous. For example, by developing systems for reviewing the educational programmes to ensure there is a good overview of the curriculum, and by devising clear action plans to overcome the weaknesses that have been identified
- strengthen relationships with parents and other settings involved in children's learning so that observations are shared regarding children's progress, to promote continuity when planning for their developmental needs.

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

Overall, practitioners have an adequate understanding of the learning and development requirements. For example, through planning activities around themes, such as 'all about me', practitioners provide some experiences to support children's learning in understanding the world, people and communities. For instance, they encourage children to draw pictures of their families, and this helps them to share their experiences with others. Practitioners carry out observations on the children and they are beginning to track their progress so that they know their likes, interests and what they can do. They are starting to use information from their observations to plan appropriate activities that they know children enjoy, for example, changing the role play area following children's enthusiasm to play at shops. However, when planning some activities, they are not always using their observations and assessments to plan for children's individual learning needs. In addition, they do not always take into account additional resources that would enhance a particular activity to provide challenge for children. For instance, when making chocolate nests, practitioners do not consider the benefit of involving children in the melting of the

chocolate or how they could change the activity to support individual children's abilities. This means some activities lack challenge for children.

Practitioners involve themselves in children's play, and through their positive interactions and questioning skills they are, in the main, supporting their learning and progression. For example, during role play they encourage children to find solutions to their problems, such as what they could use to keep their baby warm on their walk. As a result, by giving the children the time to think, they reach a successful outcome because they suggest using a blanket. This supports children in becoming creative and critical thinkers. Through activities, such as sounding the letters of the fruit and drawing their family, children are encouraged to write their name on their pictures. This appropriately supports their literacy development. Through songs, rhymes, jigsaws and games, practitioners introduce children to number and other mathematical concepts. For instance, children match objects by colour and shape and they use number in everyday situations, such as counting the spoons when baking.

Practitioners provide appropriate opportunities for children to explore different medias and textures, such as sand, water and paint. These activities support children's physical development as they handle, squeeze, prod and manipulate different objects. In addition, through activities, such as 'wake up, shake up', children have indoor experiences where they can stretch their bodies and move in different ways. However, there is no outdoor play area at the setting, and although children walk home from nursery on a daily basis, opportunities for them to engage in regular energetic play are limited. Therefore, opportunities for children to balance, climb and access fresh air to promote their health and coordination skills are restricted. In addition, although practitioners plan outings and visits during the school holidays, they do not do this effectively at other times of the year. Therefore, making use of outdoors to support children's understanding of the world is not maximised, such as exploring the natural environment. However, through some planting and growing activities within the setting, children do learn about nature as they watch their sunflowers grow.

Children use their imagination well, for example, they enjoy playing with their peers acting out their own stories during role play activities. They pretend to be animals, take their babies for walks and enjoy playing with musical instruments. This fosters their imagination and promotes their development in expressive arts, design, language and communication.

Through a number of activities, children are appropriately supported in becoming independent learners. For example, children make their own choices in play, and through everyday activities, such as putting on their own coat, they are developing their self-care skills. Practitioners encourage children to have positive relationships with their peers, such as sharing and taking turns. These social and independence skills support children in preparing for their next stage in learning, such as starting school.

Practitioners seek relevant information from parents when children start at the setting. They do this through written information, settling-in visits and discussion. However, although they positively engage with parents, the information they share with them is more about care arrangements and less about children's progress. Therefore, they are not

maximising on what parents know about their children at home when planning for their developmental needs.

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

Practitioners are friendly and they provide a welcoming learning environment for children. They value children's work by displaying it around the setting, which provides them with a sense of belonging. Through an appropriate key person system, some information sharing with parents and settling-in visits, practitioners develop positive relationships with children. This means children form appropriate attachments; therefore, they are happy, feel safe and secure in the setting. Practitioners are positive role models for children, and through consistent routines, praise and gentle reminders about sharing, taking turns and being kind to others, children behave well. Through routines and encouragement from staff to play together, children are developing cooperative relationships with their peers. For example, at lunchtime, children sit together, engage in conversations and listen to what their peers have to say. This promotes their communication and language, and their personal, social and emotional development.

Practitioners provide a safe learning environment for children. They put in place appropriate safety precautions so that they minimise the risk of accidents. For example, they store resources at child height so that children can make safe and independent choices in their play. In addition, through fire evacuation practices and talking about road safety when on outings, children are learning about ways in which they can keep themselves safe.

Practitioners implement a varied range of policies and procedures that sufficiently contribute to promoting children's health. Meals provided are appropriate for the time children are in the setting, and they incorporate a varied range of healthy options, for example, fresh fruit, chopped vegetables and a selection of sandwiches. In addition, through themes on health and baking activities, children have opportunities to discuss the importance of making healthy choices so that they learn about healthy lifestyles. However, children do not have daily opportunities to access fresh air or to be active, except for their walk from nursery. This means practitioners are not supporting children's understanding of the importance of physical exercise and how this supports their healthy growth and development. Through regular routines, such as hand washing before snacks and when baking, practitioners are helping children to learn about the importance of good hygiene practices. For example, when baking, children understand they must not put the utensils in their mouths because any germs will get into the food.

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

Practitioners have a sound understanding of their responsibilities in promoting and safeguarding children's welfare. For example, they all access safeguarding training and this means they have a satisfactory awareness of the signs of abuse and neglect and the procedures for reporting concerns. The setting also maintains a varied range of documentation that contributes to keeping children safe, such as evidence of suitably

checks on practitioners and risk assessments. These risk assessments also include keeping children safe on outings, such as maintaining minimum adult-to-child ratios and explaining to children they must stay within the sight of practitioners. However, although the majority of staff hold a first aid qualification, on rare occasions, when collecting children aged over eight years from school, they are not always accompanied by someone who holds the qualification. Therefore, this means during the short time it takes practitioners to collect older children from school, they have on occasion been in breach of a requirement for the voluntary part of the Childcare Register.

The deployment of practitioners contributes to keeping children safe. For example, appropriate adult-to-child ratios are in place for all age groups, and when caring for children in the early years age range, management ensure qualifications requirements are met. This contributes to meeting children's needs. However, organisation of practitioners when caring for older children after school is not as effective. For example, on occasion, due to staff illness and extra school collections, sufficient practitioners with qualifications have not been working directly with the children. This means on some occasions and for short periods of time, qualifications requirements for the compulsory and voluntary parts of the Childcare Register are not met. This may compromise the safety of older children.

There is some self-evaluation in place, which includes parents' and children's feedback. This means practitioners recognise some of the things they can do to improve provision for children. For example, they are working closely with the local authority to develop how they record their observations and monitor children's progress. In addition, they have successfully addressed the actions or recommendations raised at their last inspection. For example, improved safety measures on the entrance contribute to keeping children safe. However, self-evaluation is not robust. For example, monitoring of the educational programmes and children's assessments is not rigorous enough. Therefore, some activities lack challenge and children are not experiencing a breadth of activities across all areas of learning. In addition, although practitioners recognise they have weaknesses, their self-evaluation lacks focus regarding how they intend to tackle and prioritise areas for improvement. Through encouraging unqualified practitioners to gain a recognised early years qualifications and appraisals, appropriate measures are in place to monitor practitioners performance and professional development.

Practitioners have sound relationships with parents. Through some relevant information they are aware of children's care arrangements, although they share less information regarding their progress. Information from parental questionnaires provide information that parents are happy with the service. For example, they state practitioners are friendly and that their children enjoy attending the setting. Practitioners understand the importance of working with other professionals and agencies involved in children's learning and care. For example, when collecting children from nursery they talk to teachers about children's care arrangements, although they share less information regarding their progress. Therefore, practitioners are not maximising on what others know about the children when planning for their learning to promote continuity. Practitioners recognise the importance of working with other agencies if early intervention is needed to support children's learning.

## 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 at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 (Compulsory part of the Childcare Register).
- ensure that at least one person who is caring for children has a current paediatric first aid certificate, for example, when accompanying children on outings (Compulsory part of the Childcare Register)
- ensure that at least one person caring for children has successfully completed a qualification at a minimum of level 2 or training in core skills (Voluntary part of the Childcare Register)
- ensure that at least one person who is caring for children has a current paediatric first aid certificate, for example, when accompanying children on outings (Voluntary part of the Childcare Register).



## 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

<b>Unique reference number</b>	EY437461
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	905089
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Jill Smithson
<b>Date of previous inspection</b>	09/05/2012
<b>Telephone number</b>	01924 865994

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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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