

# Doodles Out of School Club

Almondbury CE (C) Infant & Nursery School, Longcroft, Almondbury, HUDDERSFIELD, HD5 8XW

<b>Inspection date</b>	01/08/2013
Previous inspection date	07/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children move confidently around the setting, freely accessing an exciting and stimulating range of resources. The superbly presented and resourced environment enables children to initiate their own learning, show their creativity and make decisions.
- Children enthusiastically participate in an exciting and wide range of chosen self-directed play experiences. This is because, practitioners proficiently provide children with opportunities to find their own way to develop and represent their own ideas.
- Children are superbly safeguarded as practitioners demonstrate a robust knowledge of the setting's safeguarding policy and how to protect children. The policy is regularly reviewed and updated, and practitioners attend relevant safeguarding training.
- Children are extremely settled, happy and content in their environment. Parents play an active role in guiding the way as they provide clear and comprehensive information about their children and their home life. As a result, children's individual needs, interests and stages of development are identified.
- Excellent partnerships exist between other providers, the local school and external agencies. As a result, children's individual needs are quickly identified and exceptionally well met.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and staff interaction with the children indoors and in the outdoor play area.
- The inspector looked at documentation including staff records and a selection of policies and procedures.  
The inspector looked at a range of records including children's details, proof of practitioners' suitability and qualifications, written policies, risk assessments, written information about children's learning and development, and a selection of other relevant documents.
- The inspector took account of the views of a parent spoken to at the time of the inspection and written comments from parents.
- The inspector held a meeting with the provider.

## Inspector

Jane Tucker

## Full Report

### Information about the setting

Doodles Out of School Club was re-registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose-built building in the grounds of Almondbury Infant and Nursery School in Huddersfield. It is run as a private concern. The club serves the local area and is accessible to all children. The club has additional use of the school's outdoor play area.

The club employs five members of childcare staff. Of these, one has Early Years Professional Status and Qualified Teacher Status, one holds an appropriate early years qualification at level 3, and one holds level 2. The club opens Monday to Friday all year round. Sessions are from 7.30am to 9am and 3pm to 6pm during term time only. The club also provides holiday care from 7.30am to 5.30pm. Children attend for a variety of sessions. There are currently eight children on roll who are in the early years age group. The club supports children who speak English as an additional language and 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 the already highly competent process of monitoring the effectiveness of staff and the quality of teaching by, for example, the introduction of peer observations.

## Inspection judgements

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

Practitioners are exceptionally knowledgeable about the seven areas of learning and how children learn. Practice is inspirational and worthy of dissemination to other providers. Children are confident and plan freely chosen, self-directed play experiences which are spontaneously facilitated by well-informed practitioners who provide opportunities for children to find their own ways to represent and develop their ideas. For example, an informal discussion about an activity the day before leads children to create and produce their own talent show. Children organise the room with the support of practitioners and they create a stage and seating area. Practitioners fit in with children's ideas and they respect children's efforts so they feel safe and confident to take risks with new ideas. Children are introduced to the show by their peers. They perform their act, and support is offered to younger children if they need it, which shows children's affection and concern for their friends. There are a variety of acts promoting different aspects of learning. For

example, children use dance to create movements in response to music, while another child demonstrates technological skills by making a car from building bricks. Practitioners offer specific praise to all children, especially concentrating on how they have approached and persisted with their task.

Children are highly supported in their personal, social and emotional development and communication and language. As a result, they initiate conversations, ask appropriate questions, get along with each other and behave appropriately. Practitioners model being consistent and responsive partners in their interactions with the children, and they make opportunities to respond to and listen to children's interests. For example, during lunchtime children talk about previous nurseries they have attended, and other children they know. They recall the name of a child who moved to another country. A practitioner confirms that the child used to attend their setting. Children recognise a photograph of the child and a discussion follows where children and practitioners consider sending letters or emails so they can keep in touch with the child. There is respectful time given by children and practitioners to allow others to speak, and they respond to suggestions and ideas which are raised in the conversation, all of which show an extremely sharp focus on helping children to acquire good communication and language skills and support in their personal, social and emotional development.

Children are well motivated and very eager to join in. They consistently demonstrate the characteristics of effective learning because they play, explore, think critically, are creative and actively learn. Practitioners share observations and assessments with teachers at the local schools, and excellent, secure relationships have been formed which complement children's learning in school. Practitioners have high expectations of children and they are exceptionally well prepared for school or the next steps in their learning. Children's progress is sharply monitored and includes all those involved in children's learning. For example, 'child profile forms' are used by practitioners to engage with children to collectively assess their personal learning. 'New starter forms' are completed by parents in order to inform practice and provide an assessment on entry of children's stage of learning and development. Regular monitoring is carried out in partnership with teachers at the local school, and practitioners attend meetings to discuss children's progress at the beginning of the school term. Consistent, regular meetings take place throughout the school year to monitor any gaps in learning, and a formal assessment is carried out at the end of the school year to identify children's current stages of learning and development.

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

Practitioners are highly skilled and sensitive in helping children develop secure emotional attachments. Children receive genuine warmth and affection from all practitioners and there is an excellent demonstration of independence and confidence, and a sense of self-identity. For example, children remove their outdoor shoes when they come into the setting, which shows respect for their environment. They collectively tidy up, wipe tables in preparation for lunchtime and apply their own sun cream, taking care to replace it in their bags and wash their hands afterwards. Parents play an active role in helping their children to settle in the setting because they complete clear and comprehensive written information about their interests, home life and family members.

Children play cooperatively and their behaviour is excellent. This is because there are good, clear guidelines and boundaries which are shared with children so they understand what acceptable behaviour is. Practitioners have a clear focus on the importance of social skills, empathy, sharing, problem solving, achieving goals, handling failure and achieving personal best. This is reflected in their everyday practice and their interactions with all children. There is a strong commitment to teaching children about equality and diversity, and practitioners promote this by being strong role models who challenge discrimination and the use of inappropriate language. Children's relationships are strong and they are learning to tolerate and respect each other's differences.

Children understand the importance of good hygiene procedures and independently wash their hands before having their lunch. Their understanding of healthy eating is highly promoted with the use of the 'high five lunchbox', in which children are encouraged to bring at least three items of healthy food each day for their lunch. Children discuss eating 'fresh apples and super healthy salads'. Children know that bread is a carbohydrate and fruit provides energy. Some children who do not bring their own lunch box from home prepare their own lunch with the support of a practitioner. They are presented with a selection of healthy sandwich fillings and are encouraged to choose at least three healthy options to make up their lunch. Practitioners provide a highly stimulating outdoor environment, and children are encouraged to develop their physical skills. For example they take part in skipping, football and tennis, and have access to climbing frames and a large outdoor space in which they can run and explore their environment. The strong skills of all practitioners support children's transition into school, and children are confident and prepared for their next stage in learning.

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

Leadership within the setting is inspirational. The provider and other practitioners work collectively in their pursuit of excellence in all of the setting's activities. There is a well-documented drive to maintain the highest levels of achievement for all children. Examples of this can be seen with the provider's commitment to attend regular meetings with the local authority, create an 'out of school club forum' and be chosen as only one of two local providers to act as a mentor to other out of school providers in the area. Practitioners are exceptional in their knowledge and understanding of their responsibilities to safeguard children, and there is an excellent understanding of the welfare requirements of the Early Years Foundation Stage. All policies and procedures are covered during induction periods, and practitioners are given a staff handbook which covers the key aspects of keeping children safe from harm. The setting is maintained to an excellent level of security and safety, and staff are vigilant in their supervision of children. For example, regular risk assessments are carried out which are reviewed on an annual basis or as and when required. Daily registers are completed and children are signed in and out of the setting by parents. This is then checked by practitioners. Doors are kept locked to the outside, daily health and safety checks are carried out, and fire drills are recorded every term. Fire drill procedures are clearly displayed for all to see.

Excellent recruitment procedures and vetting practices are in place, and the provider ensures that all practitioners are suitable to work with children. New members of staff are 'shadowed' during their induction period, and permanent positions are subject to satisfactory references and clear Disclosure and Barring Service checks. High quality professional supervision is provided and there is a sharp focus on professional development. For example, two members of staff are currently attending a programme of professional development to promote their already excellent understanding and practice.

Extremely effective communication between the school and the out of school club ensures that children's learning is complemented and all providers are informed of children's progress. Self-evaluation identifies strengths and weaknesses, and a well-focused improvement plan highlights areas of strengths and areas of improvement. The provider would like to introduce a process to evaluate her own practice and is looking to implement this with the help of a teacher from the local school, who will carry out peer observations of her practice. Children contribute to the setting's self-evaluation, and parents make comments in questionnaires.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY412084
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	851248
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Doodles Out of School Club Ltd
<b>Date of previous inspection</b>	07/11/2011
<b>Telephone number</b>	07788 466234

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

