

# Kirkheaton Out of School Club

Kirkheaton Primary School, New Road, HUDDERSFIELD, HD5 0HR

## Inspection date

08/10/2013

Previous inspection date

02/03/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 attending the club, settle swiftly and participate in a good range of activities both indoors and outdoors that promote their learning and development.
- Staff provide children with clear expectations of behaviour and lots of encouragement and praise. Consequently, children are developing positive attitudes and good self-esteem.
- Staff work very well with the school that children attend, which supports children's continuity of care and learning.

### It is not yet outstanding because

- As children become excited noise levels rise and this occasionally affects children's ability to concentrate and be heard.
- When all children are together in the one playroom the activity of older children sometimes affects younger children's activities, as a result, younger children sometimes show signs of being less involved in some of the activities.

## **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

Kirkheaton Out of School Club was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three clubs owned by a partnership. It operates from a bungalow in the grounds of Kirkheaton Primary School Kirkheaton, Huddersfield, West Yorkshire. The club also has access to the computer suite within the school. The club serves the families of Kirkheaton Primary School. There are enclosed areas available for outdoor play.

The club employs seven members of childcare staff, of whom six hold appropriate early years qualifications at level 3. The club opens Monday to Friday, during term time, from 7.30am to 8.55am and from 3.30pm to 6pm and during school holidays from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 72 children attending, of whom 13 are in the early years age group.

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

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

- develop ways of keeping background noise levels to a minimum, to allow children to concentrate, to listen and be heard
- strengthen younger children's involvement in the activities when older children are present.

## Inspection judgements

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

Children arrive happily at the club and are eager to begin to play with the stimulating range of activities made available to them. Staff are friendly and approachable, which helps children feel safe and secure. This is demonstrated by the way children joyfully greet staff and friends and join in with the activities. Activities are carefully planned to cover all areas of learning, taking into consideration children's interests and abilities. As a result, children are developing skills to support their future learning. Staff know children in their care extremely well and keep a record of their progress, which is shared with parents and the reception teacher in the school. Children can select toys of their choice, which are stored within their easy reach. Children have fun and often initiate their own play, for

instance, they pretend to run their own cafe in the role play area. However, when children become excited the noise levels increase. This results in some children having difficulty concentrating on their chosen tasks, listening to what is being said and on occasions being heard. There is a cosy area, enabling children to relax when they wish to do so or to look at and read books. Staff have helped children make their own books about past activities that they have taken part in, such as 'The day the tortoises came to tea' and the 'doctor's surgery'. This helps children recall past events and read books using their own words, hence, developing language and literacy skills.

Staff provide children with lots of opportunity to be creative, helping them express their thoughts and feelings. They make pictures using the leaves and twigs that they have collected and make trees from prints. Children enjoy playing on the electronic games; staff show younger children how to use the gaming stick and they are further supported by older children. Staff help young children understand how games and computer consoles work by asking questions, such as 'Do you know how to get the disc out', consequently, supporting children's understanding of technology. However, when all children are together the enthusiasm of older children can sometimes be overwhelming and affects the involvement of younger children in some of the activities. Children thoroughly enjoy outdoor play and they enthusiastically look forward to going outside, where they have the opportunity to play ball and hoop games and run in the school's playground. Consequently, children are developing good physical skills.

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

Staff build warm and trusting relationships with children, helping to enhance their emotional well-being. There is an effective key person system in place to help support young children. Children's key persons regularly share information with parents about their children to enhance children's continuity of care and learning. Children are confident and are inspired to learn. They have a secure sense of belonging and behave well, due to staff being good role models. Children have been involved in developing the 'rules of the club' and they know what the expectations are of staff. There are displays about respecting one another to ensure that all children feel valued. Staff engage children in activities to help them get to know one another. For example, as part of the theme 'Marvellous me' they have made 'All about me booklets' that are displayed on the walls. As a result, children's confidence and self-esteem is promoted very well. Staff support children in settling into the club to ensure that they are happy. Many children are familiar with the club before they start because they have visited with their parents when collecting older siblings, so they settle quickly.

Children are encouraged to be very independent within the club. For example, they make their own sandwiches using healthy fillings and choose their own fruit. They have good access to drinks throughout the session to keep them hydrated. Staff also do activities with children to help them understand about the benefits of a healthy diet. For example, they cut out pictures of different food and make decisions about which are the healthiest items to put in their lunch box. Children show a good understanding of hygiene practices,

demonstrated when they wash their hands prior to preparing their snack.

Children have regular access to the outdoor play areas to enable them to enjoy exercise and fresh air, which further promotes their understanding of a healthy lifestyle. Children also learn about keeping themselves safe very effectively. For example, during the fire drill they evacuated the building very orderly and swiftly and lined up at the fire assembly point. Staff also teach children to keep themselves safe during play, such as using scissors with care.

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

Staff have a good understanding about their responsibility to meet the Statutory framework for the Early Years Foundation Stage. They are secure in their knowledge of safeguarding to ensure that children are protected because they have attended training in child protection and first aid. The management team follows good procedures when recruiting and vetting staff, which further protects children. Checks are completed and documentation is maintained to help ensure that all those working with children are suitable to do so. Staff benefit from regular supervision and appraisals, which helps identify their training needs and they have good access to training to update their skills. There are comprehensive policies and procedures in place that effectively underpin the club. The suitable risk assessments help staff minimise the risks to children in the environment.

The management team effectively monitors the learning programme for children to ensure that it meets their needs. Overall, staff have an in-depth knowledge and understanding about their responsibility to meet the learning and development requirements. They provide quality care, as well as education, through the provision of a broad range of interesting and challenging activities that complement children's school day. Staff work very closely with the school and play an important role in continuing to enhance children's learning and development. Staff are committed to raising standards through a method of self-evaluation, which children and parents contribute to through the completion of surveys. This enables staff to identify areas for continual improvement. Owing to parents' requests, the club has changed its opening times to meet their needs and sample menus are shown, so that they are aware of the snacks that their children eat.

Staff share a strong partnership with parents. Parents receive good information about the club through a welcome pack, newsletters, policies and procedures and a noticeboard to ensure continuity of care for children. Parents comment that they are very happy with the care their children receive. They also comment that they are kept up to date with their children's day and are happy that staff listen to their views and ideas.

### **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

<b>Unique reference number</b>	EY397100
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	874051
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Lindsey Chadwick & Susan Swain Partnership
<b>Date of previous inspection</b>	02/03/2010
<b>Telephone number</b>	07983996526

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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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