

# Meltham School's Out

Meltham C of E School, Holmfirth Road, Meltham, HOLMFIRTH, HD9 4DA

<b>Inspection date</b>	06/11/2013
Previous inspection date	02/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The wide range of opportunities available to children of all ages supports all areas of their learning and development.
- Children make friends who are from different year groups and schools, helping them develop their social skills and self-confidence.
- Staff are very attentive to the personal, social and emotional development of the children in their care.
- Strong links between schools and the club provide good continuity of care for the children.

### It is not yet outstanding because

- A broad range of natural materials and open-ended resources are not always readily accessible to the children, to enhance their sensory explorations.
- There are few opportunities for children to closely observe the natural world through a variety of means, such as through magnifying glasses.

## 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

Meltham School's Out was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary committee. It operates from rooms in Meltham Church of England School in Meltham, Huddersfield in West Yorkshire. There is an area available for outdoor play.

The club employs six members of childcare staff, of whom five hold appropriate early years qualifications at level 3. The club is open Monday to Friday term time only from 7.30am to 8.50am and from 3.15pm to 6pm. Children attend for a variety of sessions. There are currently 74 children attending of whom 10 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:

- provide more opportunities for children to closely explore the natural world using a variety of resources, such as magnifying glasses
  
- extend the range of open-ended and natural resources available to children, such as, water, sand, shaving foam, lentils, pasta, cornflour, play dough.

## Inspection judgements

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

The club meets the needs of the range of children who attend well and there is plenty to interest the children throughout the sessions. The manager and staff are fully aware of the Early Years Foundation Stage and this helps them to provide a stimulating and varied programme of activities in an environment that is safe and homely. When children in the Early Years Foundation Stage first enrol at the club, staff note their likes and dislikes and other key information from their parents. Attentive staff use this information to settle children in and then lead them into other areas of learning and interest. Each child has a key person who follows their progress and continues to liaise with their family. Regular observations and assessments help staff make sure that children access a variety of activities to develop their physical, social and communication skills as well as the specific aspects of learning. Consequently, children are supported well to develop their skills for their future learning.

The wide range of opportunities available to children challenge all areas of their learning and development. However, there are fewer opportunities for children to play with open-ended and sensory activities so that they can explore using their senses. In addition, they

do not always have opportunities to explore their environment more closely, for example, by using resources, such as magnifying glasses.

Children's interactions with their friends strengthen their communication and language skills, as they role play or simply talk about their day. Younger children learn from older children who use clear speech patterns, tell stories and give explanations that the younger children try out. For example, older children show the younger ones how to use the CD player, helping them understand how to operate simple machinery. Through this activity the children learn that print carries meaning as they look at the 'playlist' on the CD and decide what song they want to hear. Friendships develop across the age range with the older children often rising to the challenge of being good role models for the younger children. As a result, children in the Early Years Foundation Stage gain confidence to speak in a larger group, share their ideas and learn to adjust their behaviour to work within the group.

The large open room used by the club is well organised with ample resources that are easily accessible to all children. Some craft, painting, construction and computer based activities are set up for children to begin as soon as they arrive. This helps children to settle into the club quickly and easily. Other opportunities for role play, reading, dressing-up and playing pool are always available and attract children's attention. Staff sit with the children and become involved in the activities. Children enjoy making pictures of owls using a variety of different textured materials. Younger children are supported well to develop their physical skills as they are shown how to use the scissors correctly to cut out shapes. Children also enjoy doing baking activities where they learn about weighing and measuring.

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

Children arrive enthusiastically from school. They are eager to play and speak with their friends. Staff provide a healthy snack and drink soon after children arrive in order to boost their energy levels until they go home. Children are often involved in making their own snacks, such as preparing sandwiches and wraps, which boosts their independence skills. Fruit and drinks are always available for the children. Through activities children learn about food that is good for them. For example, they enjoy cutting out pictures of food from magazines to depict what is healthy and what should be eaten less often. Children have suitable access to an outdoor play area, especially during the lighter months when it is not dark after school. They can use these areas to run around in and benefit from the exercise. Children know the routines and follow good hygiene practices because they are well established. For example, they wash their hands before they eat and tidy their plates away after they have finished.

Children gain confidence in playing cooperatively with children of different ages. Staff place resources on open shelving units for children to see what is available and select toys for themselves. There is a wide range available to suit different ages and support their all round development. Resources are clean, well maintained and of good quality.

There is a strong key person system in place that supports children's emotional well-being effectively. Younger children have their own key person who makes sure they are settled and comfortable in their surroundings. This also helps ensure their individual health, welfare and learning needs are consistently met. Children benefit from a calm and supportive atmosphere where they are listened to and encouraged. Staff help new children understand what is expected of them when they first attend and make sure they are happy in their play. Consequently, children quickly settle.

Children behave very well. They follow simple rules for staying safe and playing with others. Staff involve children in setting behaviour rules and consistently implement these. Older children know that there is a time limit for using the computer and check when they should change over. Generally, children have good opportunities to learn about keeping themselves safe because staff help children to understand about using equipment safely, such as the climbing and balancing activities and the use of scissors.

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

Children's welfare is well promoted because policies and procedures are effective and are implemented well. Staff have a good understanding about their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Overall, staff and management place a high priority on keeping children safe and secure. There are comprehensive risk assessments in place that help staff minimise risks to children. Management use effective recruitment and employment procedures to ensure that the staff are suitable to care for the children. Systems for performance management and staff appraisals are good. Training focuses on updates in first aid, safeguarding children and food hygiene. Further training needs are identified through discussions and the staff appraisal process. This helps develop the strengths of each member of the team, further developing their skills for the benefit of all the children in their care.

Monitoring and evaluation systems are good. These highlight the strengths of the club and areas that management and staff intend to develop. The recommendation identified at the previous inspection has been addressed, consequently, the children now have a quiet area where that can relax, rest and look at books, which supports their emotional well-being. The club also works closely with the local authority's development team by working through their quality improvement plan. Staff ensure that all the activities are evaluated for their success and this links into the monitoring of the educational programme to ensure that the needs of all children are met well. Parents and children are involved in the evaluation process through discussions and parents' and children's questionnaires. There is also a children's committee where children's views are obtained. Owing to parents suggestions, a home work area has been established, and children have suggested a 'two sitting' process for snack times so that snack times are less hectic.

The partnership with parents and the school are strong, consequently, this provides continuity of care for the children. Parents receive good information about the club

through leaflets, newsletters, policies and procedures and a noticeboard. Parents comment that they are very happy with the care their children receive.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY369147
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	873717
<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>	40
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Meltham Schools Out Committee
<b>Date of previous inspection</b>	02/10/2008
<b>Telephone number</b>	07745476491 afterschool01484 222610

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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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