

# Boosters Out of School Club

Crow Lane Primary School, Crow Lane, HUDDERSFIELD, HD3 4QT

<b>Inspection date</b>	20/11/2013
Previous inspection date	26/05/2010

<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

- Teaching is effective and, consequently, children are keen to play and explore. They work independently and in groups and share their ideas and views, therefore, developing a positive approach to learning.
- Children are effectively encouraged to develop their communication and language skills as they play games and join in with discussions.
- Children are confident and independent and they happily engage in play with their peers and older children. This is due to strong levels of deployment and interaction from staff.
- The good partnership between school and the club provides good continuity of care and learning for the children.

### It is not yet outstanding because

- There is scope to make better use of children's next steps in learning to refine activities to meet children's individual interests further.

## **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

Boosters Out of School Club was registered in 2009 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 Crow Lane Primary School in Milnsbridge, Huddersfield, 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 and 4. The club is open Monday to Friday, term time from 7.30am to 8.50am and from 3.20pm to 5.45pm. The club also operates during school holidays from 8am to 5.45pm. Children attend for a variety of sessions. There are currently 53 children attending, of whom 17 are in the early years age range.

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

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

- make better use of children's next steps in learning to refine activities to meet children's individual interests even further.

## Inspection judgements

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

Children are progressing well in all areas of learning due to the well planned environment for both indoor and outdoor play. Children engage in interesting and challenging experiences, deciding where to play and what with. There is a strong emphasis on child-led play, this is highly supported through positive interaction from all staff working with children. Staff show a secure knowledge of how children learn and provide a wide range of resources that are linked to children's interests and developmental stages. Children's next steps are well planned for. However, there is scope to make better use of this information to refine activities to meet children's individual interests even further.

Overall, 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. Children have space to sit and relax after their busy school day or they can play outdoors to release any pent up energy. When children first enrol at the club, staff note their interests, 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. Parents have regular opportunities to view their children's development records to enable them to make comments. Staff regularly observe and assess the children to

make sure they are making the best possible progress. Information from assessments is also passed onto new carers and teachers to foster their continued learning. Consequently, children are supported well to develop their skills for their future learning.

Children demonstrate good communication skills. They confidently talk through their play, engaging their peers and adults in conversations. Staff use effective questions to extend children's thinking and speaking. For example, during a guessing game played by two children, staff help the children to understand the rules of the game then support them in formulating questions to ask one another about their chosen characters. Children are given time to think and respond, consequently, developing their problem solving skills. Children sit and talk as they play or eat snack, hence, they develop the skills to listen and respond to other children's conversations, confidently informing others of their experiences and interests. Staff support children well in developing skills in technology. Children have good opportunities to play on the electronic games and four-year-olds are supported in learning how to use the computer keys to make characters move on the screen to complete programmes. Staff encourage older children to support the younger ones during the activities, because they understand that children learn from their peers. Children learn about the life cycles as part of their play. For example, they plant and grow a wide variety of fruit and vegetables, such as parsnips, peas and beans, and then harvest and help prepare their produce to eat at snack times.

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

The well-equipped club offers an inviting and stimulating play environment. A wide range of engaging and interesting activities and resources complement the broad range of interests, ages and abilities of the children who attend. Children settle swiftly in the group and keenly explore the environment. They develop close friendships with their peers and are comfortable with the broad range of ages within the group. The key person system is flexible to meet children's individual needs, and parents state that their children feel at ease with the staff. The club is inclusive and all children are welcomed. Staff value children as individuals and treat them with kindness and respect. Children are very tolerant and accepting of one another's differences and personalities. This is fostered because staff carry out activities with the children about similarities and differences in each other to help children value others. Older or more able children support the younger ones through the buddy system and children relate well to one another. Children's independence skills are highly promoted and they are becoming very confident and competent. They enjoy helping at snack time and butter their own toast and pour their own drinks. These skills help prepare them for the next stages in their learning and their transitions into, or within, school.

Children are very well behaved and understand the reasonable boundaries of acceptable behaviour. Children are involved in creating the 'rules' of the club and they have their own area where they can display information that interests them. This promotes their self-esteem and confidence well. Staff are positive role models and they achieve a good balance of being friendly with the children, while maintaining a level of respect and authority. Children are busy and fully engaged in the activities which keep them purposefully occupied. This reflects in their good behaviour.

Staff give high priority to the safety of children and supervise them well. They balance this with enabling children to explore and discover their capabilities and limitations, helping them to learn how to keep themselves safe. Children also learn how to keep themselves safe when out and about. For example, they have opportunities to use the road crossing role play equipment in the playground and they learn about stranger danger and anti-bullying through planned activities. A nutritious variety of snacks are offered, along with discussions about the benefits of healthy eating, to promote children's understanding of a good diet. A healthy breakfast is also available in the morning should children arrive hungry, to ensure their sustenance for the start of their day. Regular exercise is encouraged through exciting physical activities outside and at local parks and play areas during the school holidays. Children are competent at managing their personal needs, such as hand washing and toileting, according to their age or stage of development. A comfortable relaxing area enables children to rest, relax or sleep according to their individual needs. Information about children's routines is obtained from parents.

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

Staff have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Children are effectively protected. All staff understand their responsibility to protect children from harm. Safeguarding policies and procedures are understood and effectively implemented to protect children. All staff have attended safeguarding training, and Disclosure and Barring Services clearances have been undertaken on all staff to ensure their suitability. The premises are secure and emergency evacuation routines are regularly practised to ensure they are effective and that children are familiar with the process without being fearful. Risk assessments are well considered and vigilantly undertaken, and staff are well deployed to ensure children's safety. Robust recruitment procedures work effectively in practice to ensure staff's suitability. There is a thorough induction process, and staff's performance management continues with regular supervision and appraisals. Staff have qualifications that enhance the care and learning for the children and they are offered further training to update their skills throughout the year.

The management team has a strong commitment to continuous development, to enhance the quality of play, care and learning experiences for all children. Self-evaluation is ongoing and effectively ensures any weaknesses, or areas for improvement, are promptly identified and addressed. The committee has strategy meetings, and managers and staff meet regularly to reflect on practice and to identify and consider aspects for improvement. All the recommendations raised at the previous inspection have been addressed to enhance the well-being and learning for the children. Children's opinions, ideas and requests are sought and highly valued. Children's ideas are fed through the 'children's committee', which effectively informs practice and the activities available, this is monitored to ensure planning reflects this information. Parents' views are obtained through regular discussions, committee meetings, on which parents are members, and through questionnaires. Any suggestions are always welcomed and are used to promote the development at the club. For example, through parents' views a 'film viewing' policy has

been created. The manager effectively oversees the educational programmes for the children to ensure that resources and activities meet their needs.

Strong trusting partnerships are established with parents and carers. Regular discussions are encouraged between staff and parents to ensure children's individual needs are met. Staff liaise closely with parents, and with the teachers in the school to ensure that children receive any additional support required at an early stage and to ensure continuity of care and learning. Parents comment that they are very happy with the care their children receive. Parents also receive information about the club, for example, they receive regular newsletters and have access to noticeboards and the clubs policies and procedures. Staff liaise effectively with other agencies involved in the care of children as the need arises.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY395751
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	859732
<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>	30
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Boosters Out of School Club Committee
<b>Date of previous inspection</b>	26/05/2010
<b>Telephone number</b>	01484460488

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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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