

# Great Harwood Activity Club

Rushton Street, Great Harwood, BLACKBURN, BB6 7JQ

<b>Inspection date</b>	26/11/2013
Previous inspection date	29/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Planning, observation, assessment, tracking and monitoring are effective. This results in individual children's needs and interests being supported and helps them to prepare for transition into the next stage of their learning.
- The resources and areas of the school available to children provide interest, variety and fun for all ages.
- Staff interact well with children, extending their vocabulary and supporting them to participate in discussions. Children, therefore, develop good language, social and communication skills, which complements the learning that takes place in school.
- Staff have very good relationships with the children. They are warm and sensitive to their needs, which means children feel secure in their care and play happily alongside each other.

### It is not yet outstanding because

- There is scope to improve routines for setting up the hall so that children feel involved.
- Opportunities are occasionally missed for children to further extend their already good independence skills.

## 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 school hall, the computer suite and the library.
- The inspector held meetings with the manager and a member of staff.
- The inspector talked with children present.
- The inspector looked at assessment information, planning documentation, evidence of suitability of staff working within the club and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Linda Shore

## Full report

### Information about the setting

Great Harwood Activity Club was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the Great Harwood Primary School building, Great Harwood, Lancashire. The club serves the host school and another local school and is accessible to all children. It operates from the school hall, library and computer suite. There is an enclosed area available for outdoor play.

The club employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The club opens Monday to Friday during term time only. Sessions are from 3.30pm until 6pm. Children attend for a variety of sessions. There are currently 24 children attending, of these six 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:

- review the routines for setting up the hall when children are present so that they feel involved and actively contribute to their learning
  
- extend existing opportunities to enhance children's self-help skills, such as helping to prepare their own snacks.

### Inspection judgements

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

Staff have a secure knowledge of how children learn. Interactions between staff and children are very positive and adults support and extend children's learning through play. Children are, subsequently, active learners. Staff have a robust understanding of what the children already know and can do. This is because staff gather useful information from parents and early observations. The key person system ensures that the planning of age-appropriate activities complements the learning that takes place in school. Staff conduct regular observations and assessments of children, which mean the next steps in each child's learning can be effectively identified. Records show that good progress is being made towards the early learning goals. Planning incorporates the next steps for children and provides a balanced mix of adult-led and child-initiated activities. Partnerships with parents are good and they share two-way information daily when picking up their children. This information exchange ensures that children's individual needs are met during their time at the club.

Children thoroughly enjoy attending the out of school club where they happily engage with their peers in a variety of spacious and welcoming environments. They begin their time in the computer room where they have access to educational, fun games. The library is used for reading, quiet discussion and group work. For example, the children enjoy making an advent tree, which means they have opportunities to be creative as they decorate their baubles. In addition, they improve their number skills as they make choices about which number they will do for the countdown to Christmas. Communication skills are developing well because staff and children all share ideas, thoughts and opinions as they discuss advent and the meaning of Christmas. They also learn about other cultures and festivals and that not everyone celebrates Christmas.

The club moves into the school hall when it becomes available. Children can make choices from a broad range of resources and activities about what they want to do. The staff supervise the children well and engage them in a good range of challenging and interesting play experiences. Therefore, children are happy to attend and can relax after their day at school. The environment is arranged effectively to support children's learning and development. However, there is scope to improve routines as the hall is set up. This is so the children present feel involved and can actively contribute to their learning. Children have access to the school playground and also organise indoor activities, such as hula hoops and musical statues to enhance their physical skills.

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

Children are confident, happy and comfortable in their surroundings. Their personal, social and emotional skills develop as they play happily together and form strong friendships across all age groups. Staff are kind and sensitive to the children and they develop strong and positive relationships, supported by an effective key person system.

Staff are excellent role models and, as a result, children are well behaved and show great respect for their friends, staff and their environment. Any challenging behaviour is very well managed by calm, knowledgeable staff. Children express their thoughts about the club by stating that, 'it's fun' and 'the staff are really nice'. Staff have developed good relationships with parents who are also very complimentary about the club. For example, one parent states, 'my children all really like it here, they are always happy'. Children's safety is a priority at the club. Staff positively encourage children to explore and play safely and children show they understand the importance of this by explaining it is so they can all be safe. This means children feel valued and enjoy being part of the club.

Children thoroughly enjoy meal time as they sit together and socialise while eating and drinking. Healthy lifestyles are promoted through tasty and healthy options at snack time. Children peel their own fruit, however, there is scope to develop children's independence skills further by providing opportunities for children to pour their own drinks and butter their toast. Staff engage in their children's conversation discussing, for example, who might be picking them up tonight. Staffs' knowledge of children's family and home circumstances helps them feel confident and important in the group. Children have an enhanced understanding of healthy practices through routines, such as hand washing and are confident in managing their own needs and accessing the facilities independently. The

younger children are helped and supported by older children during play, such as teaching them about Christmas and helping them set up games. This fosters a sense of responsibility and prepares the younger children for their transition beyond the Early Years Foundation Stage.

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

The manager has a good overview of the delivery of the educational programmes and a clear understanding of her responsibility to meet the learning and development requirements. She monitors staff files and planning for children to ensure their experiences are targeted and children make good progress. Appraisals are carried out to ensure staff get the support and training they need. The close working environment and small team provides many opportunities for the manager to supervise and observe staff, who feel well supported in their role.

The manager and staff fully understand the safeguarding requirements and, thus, children's welfare is promoted well within the club. Staff recruitment procedures are robust and new staff have a thorough induction. For example, new staff learn the policies and emergency procedures and work alongside other employees initially. Also, new staff do not take on the role of a key person until they have completed their probation period. Safeguarding training means staffs' knowledge is up to date. They are clear about child protection procedures and who to report any concerns to. Consequently, children are safe and protected while attending the club. Likewise, staff can deal with minor injuries and incidents to support children's well-being, because they have current first aid training.

Effective policies and procedures are in place, which staff adhere to appropriately and share with parents. Records are clear and well-kept, such as registers, risk assessments and child records to support the safe and efficient running of the club. The manager and staff are enthusiastic and committed to providing high quality childcare and education for all children attending the club. Successful evaluation of practice and the club's needs, identify any areas for further improvement and actions to address these are put in place to good effect. All actions and recommendations from the last inspection have been addressed and support effective practice. There are good relationships between the club and both schools to ensure children's needs are effectively met.

**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>	EY405435
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	875272
<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>	24
<b>Name of provider</b>	Great Harwood Activity Club
<b>Date of previous inspection</b>	29/11/2011
<b>Telephone number</b>	01254880818

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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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