

Brocks Before/After School Club & Holiday Playscheme

Brockholes Village Hall, Brockholes Lane, Brockholes, HUDDERSFIELD, HD9 7EB

Inspection date	29/11/2013
Previous inspection date	17/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Practitioners incorporate children's likes and suggestions into the planning. Therefore, children are eager to join in, they are happy and enjoy their time at the club.
- An 'all about me' form and settling-in visits contributes to practitioners knowing children. Therefore, they build up trusting relationships with them.
- Practitioner's regard to keeping children safe is sound. Through policies, everyday routines and discussions, children learn about keeping safe, risk and boundaries.

It is not yet good because

- Practitioners are not maintaining legally required written consents from all parents to take children on outings.
- Organisation of space and resources are not always maximised to provide opportunities for children to relax and engage in quiet activities, to fully support their all-round emotional well-being and learning.
- Information sharing with other settings is not yet making a strong enough contribution when planning continuity in children's learning.
- Monitoring and evaluation processes are not robust or frequent enough to successfully sustain improvement and support children's achievements over time.

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 toured the premises and observed children playing in the hall.
The inspector spoke with the manager, practitioners and children at appropriate times throughout the inspection. A joint observation was carried out with the manager.
- The inspector looked at children's learning records, planning documents, some self-evaluation, evidence of suitability of practitioners and a range of other documentation, policies and procedures.
- The inspector took account of the views of parents through discussions and information provided on cards and letters.

Inspector

Helen Blackburn

Full report

Information about the setting

Brocks Before/After School Club & Holiday Playscheme was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Brockholes, Holmfirth and is managed by an individual owner. The club provides care for children from four years. During term times they take and collect children from the local school and during the school holidays they serve the local and wider community. It operates from rooms within Brockholes Village Hall.

The club employs three permanent members of childcare staff. Of these, all of them hold appropriate early years qualifications at level 2 or above.

The club opens Monday to Friday. During term times, sessions are from 7am until 9am and from 3.15pm to 6pm. The club also operates some school holidays, dependent on demand and sessions are from 7am until 6pm, Monday to Friday. Children attend for a variety of sessions. There are currently 34 children attending, of these, three are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- obtain written parental permission from all parents for children to take part in outings
- review how space is used to ensure children have access to a well-resourced area, with appropriate furniture to enable them to relax, rest or play quietly in comfort to support their all-round emotional well-being and to ensure they have good quality learning experiences.

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

- improve information sharing with other settings children attend, such as school to ensure relationships are well established to make a strong contribution to promoting continuity and coherence when planning for children's individual learning
- develop monitoring and evaluation processes, such as self-evaluation to ensure any drive for improvement is outlined in clear, accurate and robust improvement plans, ensuring that they take into account parents' views and that careful monitoring and analysis is frequent enough to successfully sustain and support children's achievements over time.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Practitioners have a sound understanding of how young children learn and develop, although the quality of teaching is variable. They are actively involved in children's play and through their positive interactions and encouragement; they support children to be active learners. For example, they encourage children to make safe and independent choices in their play. In addition, they incorporate children's ideas into the planning, such as their suggestions to make pizza for tea. As a result, children are eager to join in, they enjoy the activities and they approach their play with enthusiasm. During activities, such as making pizza, practitioners adopt some appropriate teaching methods to support children's learning and understanding. They provide clear explanations so that children know what they expect of them, such as how to handle the knives safely. They support children to cut their own foods to promote their independence skills and they positively interact with them throughout the activity. This approach to teaching and positive interactions, supports children in having the confidence to engage in conversations. This promotes their language and communication skills. Practitioners complete observations on children, therefore, overall, they have some awareness of their learning needs and likes. For example, they recognise when children need support with their counting, colours or

self-care practices, such as dressing. Through their planning, they ensure they provide activities to help children gain confidence in these areas, through games and songs, they encourage children to use number and to count everyday objects and to name different colours. This contributes to appropriately promoting children's mathematical development. Therefore, this contributes to children making steady progress in their learning and builds on the skills children are already acquiring in their first year in school. However, practitioners are not always aware of what children are learning in school because information sharing is not yet well established. For example, when playing a letters game with children, practitioners are not familiar with the actions children use to sound the letters, a scheme they routinely use in school. Therefore, information sharing is not always good enough to make a strong enough contribution when promoting continuity in children's learning, such as their literacy development.

Overall, through planning, children have access to a varied range of activities. Children enjoy being creative and imaginative; for example, they have great fun designing their own pizzas, using the vegetables to create their own unique designs. In addition, through role play, children use their imagination to express their own ideas and thoughts. These experiences appropriately promote children's development in expressive arts and design. Children access some activities and experiences to foster their development in understanding the world. Children engage in planting activities so that they can talk about nature. Through planning, they discuss different cultural celebrations and events, which supports them in learning about their community. In addition, children confidently explore technology, such as understanding how to use the different game consoles. However, the use of space and deployment of some equipment is not maximised to provide consistently good learning experiences for children. For example, books are located near the entrance door, which at times is busy with parents arriving and practitioners accessing the kitchen. In addition, resources and equipment, such as furniture and soft furnishing to enable children to relax and play quietly in comfortable spaces are not readily available. Therefore, this means practitioners are not always supporting children's emotional well-being by providing space for them to relax in quiet and comfortable areas.

Practitioners have positive relationships with parents. They work sufficiently well together to meet children's individual needs and support their progress after their day in school. For example, they regularly discuss children's care needs, routines and progress, such as working together to encourage children to independently fasten their own coats and shoe laces. This contributes to promoting some continuity in children's care and learning. In addition, parents have free access to their child's learning record and observations, so that can see what their children are experiencing and learning at the club.

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

Practitioners are friendly and they provide a welcoming learning environment for children. For example, they value children's work by displaying it around the room, which provides them with a sense of belonging. Through information sharing with parents, setting-in visits and completion of an 'all about me' form, practitioners know children well. This means the transition from home to the club is a smooth experience for children. This also supports children's future learning. This is because they have the confidence to embrace the

changes they embark when starting school. In addition, because practitioners know children well, they develop appropriate attachments and positive relationships with them. Therefore, children are happy; they feel safe and settle quickly at the club because they have trusting relationships with practitioners. This promotes children's personal, social and emotional development. Practitioners are positive role models for children. They provide consistent routines, praise and reminders about sharing, taking turns and being kind to others. As a result, children behave well. Through routines, such as promoting a social mealtime or playing games as a group, practitioners encourage children to play together. This means they have cooperative relationships with their peers. For example, older children help the younger children to cut their tomatoes when making pizza for tea.

Practitioners provide a safe learning environment for children. They put in place appropriate safety precautions so that they minimise the risk of accidents. For example, they store resources at child-height so that children can make safe and independent choices in their play. In addition, through fire evacuation practices, talking about road safety and explaining to children how to use knives safely, children are learning about ways in which they can keep themselves safe.

Practitioners implement a varied range of policies and procedures that sufficiently contribute to promoting children's health. Meals provided are appropriate for the time children are at the club and they incorporate a varied range of healthy options. For example, light snacks that include fresh fruit, chopped vegetables and carbohydrates. In addition, practitioners demonstrate their commitment to promoting children's health, through successfully achieving a healthy eating award through their local authority. Children have sufficient opportunities to access fresh air and to be active. For example, practitioners make use of the local field so that children can run, climb and engage in ball games. These experiences sufficiently support children's physical development and their understanding in leading a healthy lifestyle. Through regular routines, such as hand washing before snacks and when preparing food, practitioners help children to learn about the importance of good hygiene practices. This promotes children's self-care skills and understanding of adopting healthy practices to minimise the risk of illness and infection.

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

Overall, practitioners have a sound understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. For example, they all access safeguarding training and this means they have a satisfactory awareness of the signs of abuse and neglect and the procedures for reporting concerns. In addition, appropriate recruitment and vetting procedures ensure adults are suitable to work with children. This contributes to protecting children from harm. In addition, through maintaining a varied range of documentation, policies and procedures, practitioners put in place appropriate measures to keep children safe. For example, they carry out risk assessments, maintain appropriate adult to children ratios and supervise children's play so that they provide a safe learning environment. However, practitioners have not obtained written parental consent from all parents to take children on outings. This means not all legally required documentation is in place. However, the

impact on children's safety is minimal because practitioners risk assess all outings and parents are aware they happen.

There are some evaluations and monitoring arrangements in place to promote improvement, such as self-evaluation. This means practitioners identify some of the things they can do to improve provision for children. For example, through evaluating their planning, they consider any changes to the resources, activities or teaching practice that will enhance children's experiences or learning. In addition, they have taken some steps to address the recommendations from the last inspection, which contributes to improving the provision for children. For example, through developing their observation and assessment arrangements, they have a greater understanding of what they need to do to support children's learning. However, self-evaluation is not robust. For example, although practitioners identify weaknesses, they are not always setting clear, accurate and targeted improvement plans or reviewing these frequently enough to analyse if they have achieved their goals. As a result, they are not always addressing the areas identified in a timely manner. For example, through working with the local authority, they are aware of providing areas for children to relax, however, they have not yet taken action to remedy this weakness. Therefore, their approach to evaluation is not always contributing to successfully sustaining and supporting children's achievements over time. Practitioners' commitment towards gaining recognised qualifications and accessing training to support improving the provision for children is sound. For example, all practitioners are qualified and this means they understand how young children learn. This contributes to them helping children to make steady progress in their development. In addition, through appraisals, appropriate measures are in place to monitor practitioner's performance and to identify training needs to promote their professional development.

Practitioners have sound relationship with parents. Through sharing relevant information, they work together to meet children's needs and learning. In addition, through policies and regular newsletters, parents are aware of how the club operates and the service provided for their children. Information from cards, letters and brief discussions with parents, demonstrate they are happy with the service. For example, they say their children are happy and that they have no concerns. Practitioners understand the importance of working with other professionals and agencies involved in children's learning and care. Therefore, they have positive relationships with the school and they are beginning to share some relevant information with them. However, information sharing is not yet robust enough to fully support continuity when planning for children's learning. Practitioners recognise the importance of working with other agencies if early intervention is needed to support children's learning.

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

Unique reference number	EY342930
Local authority	Kirklees
Inspection number	878248
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	34
Name of provider	Julie Lindley
Date of previous inspection	17/02/2010
Telephone number	07561 820679

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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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