

# The Stables

9B Grasscroft Road Honley

<b>Inspection date</b>	03/12/2013
Previous inspection date	28/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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, consequently, children are keen to play and explore. They work independently and in groups and are able to share their ideas and views, therefore, developing a positive approach to learning.
- Children show enthusiasm and motivation due to the positive involvement and support they receive from staff during activities.
- Children are happy to be at the club due to the close relationships they quickly form with the friendly and caring staff.
- Children are effectively safeguarded because staff are vigilant and understand how to keep the children safe and healthy.

### It is not yet outstanding because

- There is scope to improve partnerships between the child's key person and parents and other early years provision that children attend to maximise continuity of care and learning.
- As children become excited, noise levels rise and this occasionally affects children's ability to concentrate and be heard.

## 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 compulsory part 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 playrooms.
- The inspector spoke with staff, children and parents.
- 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

The Stables was registered in 2008 on the Early Years Register and the compulsory part of the Childcare Register. It is managed by a private owner. It operates from the ground floor of a converted barn in Honley, Holmfirth, West Yorkshire.

The club employs five members of staff. Of these, three hold appropriate early years qualifications at level 3, one holds a qualification at level 2 and is working towards a level 3 and one member of staff is unqualified.

The club is open Monday to Friday during term time from 7.30am to 9am and from 3.15pm to 6.30pm. The club also operates during school holidays from 8am to 6.30pm. Children attend for a variety of sessions. There are currently 84 children attending, of whom 12 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:

- develop ways of keeping background noise levels to a minimum, to strengthen children's ability to be able to concentrate, listen and be heard
- strengthen partnerships between the child's key person, parents and other early years provision that children attend by sharing information about the child interests and development more regularly.

### Inspection judgements

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

Children thoroughly enjoy attending the club and have the opportunity to develop many skills because the staff provide a wide range of interesting activities for them. As a result, children consolidate their learning well and develop skills to support their future learning. Resources are well presented and are suitable for the differing age range of the children attending. As well as the organised activities children also have good opportunities to choose what they wish to play with and initiate their own learning. Teaching is good. Staff provide many opportunities for children to keep fit and enjoy physical exercise. For example, in the gym area, children enjoy playing on the slide and climbing apparatus. They play ball games with staff who help them understand about taking turns and playing cooperatively with one another. This develops children's social skills. 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. Staff provide lots of creative activities for children to express their thoughts and ideas. Children enjoy making Christmas decorations for the tree and windows using the collage materials. They wrap presents in 'Santa's workshop', using boxes and fancy ribbons as they develop their fine muscle movements. Staff engage in the activities with the children and support the activities and interact with them very well. As children sit at the drawing table, staff talk with them about their home life and interests, which supports their communication and language skills. Children use the stencils to draw and write and staff help them to understand numbers. Staff ask open questions to encourage children to think and problem solve. For example, as children look at a stencil, staff ask them if they can find their age number. This is extended further by asking how they would make a number 18. Children are recognising letters of the alphabet and are encouraged to find the letter that their name begins with. A child confidently uses the stencil to write their own name and the word 'mum'. Consequently, children are developing writing and number skills.

New children and their parents are asked to complete 'All about me' forms and this gives the child's key person knowledge of the child's interests and abilities when they first join the club. Staff monitor children's learning through observing children at play and identifying their achievements. Parents can see the weekly planning sheet of activities that their children take part in. This helps them to extend this learning with their children at home if they wish to.

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

Children are happy to be at the club and show independence and motivation as they choose what they want to do. Staff successfully encourage children's cooperation due to their flexible, caring and relaxed approach. Consequently, children are well behaved. The club's rules are displayed clearly in the play area and are written positively to promote good attitudes. A reward star chart is used to further promote children's self-esteem and confidence. Staff form close bonds with children, are sensitive to their individual needs and allow them to play without too much control as long as it remains within safe and acceptable boundaries. There is an effective key person system in place that helps children settle. The club also operates a buddy system whereby older children are chosen to support the younger ones. As a result, children settle quickly and are happy within the club. Close and trusting relationships are evident as children play well with one another and approach staff confidently for support.

Children have plenty of opportunities to develop a good understanding of a healthy lifestyle and the importance of exercise. For example, they are provided with nutritious snacks that differ according to the hours that they attend. Children are encouraged to make healthy choices and often decide what is on the menu. The menus are in picture form to help the younger children who are unable to read. The club has a 'healthy choice' award obtained from the local authority. Children learn about the importance of good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children do not have immediate access to outdoor provision on site. However, staff encourage them to play for a short period of time in the school playground before walking back to the club. During the school holidays, children visit the local parks and other places

of interest to enable them to play outdoors and enjoy the fresh air. Children do have opportunities to be physically fit in the gym area in the club. As a result, children grow in confidence as they develop their physical skills and learn how to take risks and explore their environment. For example, they know how to climb the climbing wall safely, understand the importance of wearing high visibility jackets when out and about and how to cross roads safely.

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

Staff have a good understanding of the safeguarding and welfare requirements and the learning and development 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. Risk assessments are completed to minimise risks to children. Good recruitment procedures ensure staff's suitability to care for children. There is a thorough induction process. Staff performance is monitored through observations and regular appraisals. Management understand the importance of continuous professional development and all staff undertake regular training. A number of staff are undertaking early years training to improve the workforce's skills. This positive attitude towards professional development benefits the children's learning and development and the ability of staff to children's needs well.

Partnerships with parents and other organisations involved in the care and learning of the children are generally good. Parents receive good information about the club through the newsletters, notice board and information about activities and menus that are displayed. This promotes the two-way partnership in caring for children. However, the children's key person is not always the person who feeds back to parents about the child's day. In addition, information is not regularly shared about children's progress with the teachers of the early years children. Consequently, this does not fully enhance partnership working to maximise continuity of learning. Parents confirm that they are very happy with the care that their children receive in the club and say that their children enjoy attending.

The monitoring and evaluation systems in the club are good. Self-evaluation is ongoing and effectively identifies areas for improvement. All the recommendations raised at the previous inspection have been addressed to enhance the well-being and learning for the children. The club also works closely with the local authority's development team and acts on any advice offered. Parents' views about the club are obtained through regular discussions and questionnaires. Children's opinions, ideas and requests are sought and highly valued. Children are involved in the planning of the activities, menus and the purchase of new equipment. The manager effectively oversees the educational programmes for the children to ensure that resources and activities meet their needs.

### **The Childcare Register**

The requirements for the compulsory 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>	EY383883
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	821634
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	84
<b>Name of provider</b>	Malinda Jean Moorhouse
<b>Date of previous inspection</b>	28/07/2009
<b>Telephone number</b>	01484663636

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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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