

Thurstonland & Stocksmoor OSC

Thurstonland Endowed (C) First School, Marsh Hall Lane, Thurstonland, Huddersfield, West Yorkshire, HD4 6XD

Inspection date

16/12/2013

Previous inspection date

22/10/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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| 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

- Staff provide children with a sound range of activities that motivate them and support their current interests, as a result children enjoy their time in the club and learn skills for their future development.
- Children develop positive and warm relationships with staff and other children within the group, which helps them feel secure.
- Children are safeguarded and their well-being is promoted to a sound level. Staff understand their responsibilities to ensure a safe environment and to manage children's safety appropriately.

It is not yet good because

- The requirements relating to staff qualifications are not fully met because the manager of the club does not hold a full and relevant early years qualification at level 3.
- The information gathered from parents when children first start at the club is not comprehensive and does not ensure that each child's care needs and interests are fully met from the start.

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

Thurstonland & Stockmoor OSC was registered in 1999 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 Thurstonland Endowed (C) First School in Huddersfield, West Yorkshire. There is an area available for outdoor play.

The club employs three members of staff, of whom two hold appropriate early years qualifications at level 3. The club is open Monday to Friday term time, from 8am to 9am and from 3.30pm to 5.45pm. Children attend for a variety of sessions. There are currently 35 children attending, of whom two 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:

- ensure that staffing qualifications meet the requirements by ensuring that the manager of the club holds a full and relevant early years or playwork qualification at level 3
- improve systems to ensure that care is tailored to meet the needs of each child by gathering more information from parents about children's needs and interests when they first start at the club.

Inspection judgements

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

Children are happy and settled and are supported well by staff in making suitable progress in their learning because staff interactions support learning. Although, the manager does not have the relevant qualifications to meet the requirements of the Early Years Foundation Stage she does have a teaching assistant qualification, which is reflected in her ability to teach children generally well. Staff are kind, caring and enthusiastic, as a result they motivate children well. Activities are carefully planned to cover areas of learning taking into consideration children's interests and abilities as identified by staff. Consequently, children are developing skills to support their future learning. Staff know children in their care well and keep a record of their progress, which is shared with parents and the reception teacher in the school. However, information gathered from parents about children's care needs and interests is not as in depth as it could be to help staff tailor each child's care accordingly from the start.

Staff demonstrate a positive approach to their work and are keen to promote children's learning. They encourage children's communication and language skills well by chatting with them as they play about their interests and school day. Staff make suitable use of open questions or suggestions, in order to extend children's thinking. For example, as children complete a number jigsaw puzzle staff ask 'How many dots can you see?' 'What number do you think fits there? Children are then given time to think and respond. Staff act as suitable role models when they demonstrate inquisitive learning behaviour. Staff are aware that children learn from their peers and encourage older children to support younger ones when they play games on the computer. Children learn to recognise shapes on the control panel and begin to understand how to click on different icons to cause things to happen on the computer game. Hence, they develop their knowledge of information and communication technology. Staff encourage children's independence skills well. Children make choices from the good range of provision; they make their own sandwiches at tea time and pour their own drinks. Staff encourage children to be 'helpers' at mealtimes, which boosts their self-esteem and confidence well.

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

The key person system works suitably. This ensures that each child in the early years age group has a named person to take responsibility for their daily well-being, plan for their learning and build positive relationships with parents. As a result, children settle generally well, are confident and feel safe and secure in their relationships with staff and each other. Children are generally supported in their move into the club. However, information about the needs and interests of children when they first start at the club are not robust enough to fully contribute to their transition into the group. Staff who work in the club also work in the school, consequently, children have familiar faces to relate to, which promotes their emotional security. Information is shared between school, club staff and parents to promote continuity of care and learning.

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 that they are happy in their play. Children are supported to understand the club's behavioural expectations, which reflect those in school. Each child agrees to abide these rules and are made aware of their 'rights'. This helps children feel that they are valued and respected. Children's behaviour is good and even the youngest children feel confident to express their views and monitor other children's behaviour. For example, a four-year-old tells another child that 'we do not snatch toys in the club'. Staff help children learn to respect the beliefs and differences in the wider society through a range of different activities throughout the year. The inclusive club ensures that all children are made welcome and helps them develop positive attitudes towards others.

There are suitable arrangements in place to help children learn to keep themselves safe, through everyday routines and activities. Children practise the emergency evacuation procedure, to ensure that they know what to do to keep themselves safe in an emergency and they learn how to be traffic aware on outings to the local play area. Children gain a clear understanding of the importance of a healthy lifestyle. Staff talk with them about food that is good for them and they enjoy making fruit salad as part of the activities. Staff

present themselves as good role models during snack times when they wear gloves to help prepare meals. Healthy food is made available to children throughout the sessions. Children are also encouraged to take exercise outdoors in the fresh air after school to run off excess energy and develop physical skills. Children enjoy playing chasing and group games outdoors, such as 'What time is it Mr Wolf', this helps younger children learn to take turns, work as a group and develop their counting skills.

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

Staff have a sound understanding of the requirements of Statutory framework for the Early Years Foundation Stage. They understand their role and responsibilities in safeguarding children from abuse and neglect and robust policies and procedures support their practice. The manager ensures that all staff attend safeguarding training to ensure that they know what to do if they should have any concerns about the welfare of a child in their care. There are safe recruitment procedures in place to ensure that all adults working with children are suitable to do so. Good induction procedures ensure that staff are fully aware of all their responsibilities towards supporting children's welfare and development. Most staff hold relevant early years qualifications and are supported with undertaking further training for their professional development, to extend their knowledge and to benefit children. Staff undergo regular appraisals and this helps identify their training needs. This ensures that teaching is of a suitable quality and supports children's learning and development. However, the manager of the group does not hold a full and relevant early years qualification, consequently, this is a breach in the requirements. That said her experience of working with children limits the impact of her lack of qualification on the quality of what is provided for children. The club is a safe environment for children because staff undertake regular risk assessments of the environment to further protect children.

The management team and staff are enthusiastic, motivated and committed to improving the club to benefit children. Staff work well together as a team and ensure that there is sound communication between staff about children's individual needs. Practice is based on suitable knowledge and understanding of the learning and development requirements and all staff support children to make sound progress. Self-evaluation is used well to inform priorities and to set clear targets for improvement. All staff are involved in identifying areas for development. The recommendations raised at the previous inspection have been addressed effectively to enhance children's welfare. The views of parents and children are sought through daily discussion and also written questionnaires, the responses to which are used to further improve the practice in the club. For example, resources and activities that parents requested, such as more baking activities have been implemented. Parents are kept well-informed about their child's day, through daily verbal communication, where staff pass on information from school. The club sends newsletters out to parents regularly to keep them informed of any changes and forthcoming events. Parents are also on the club's committee, this also enables them to feed their views through to enhance practice. Effective partnership working with teachers in the school ensures that children are provided with sound continuity of care and in their learning experiences.

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

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|------------------------------------|---|
| Unique reference number | 311514 |
| Local authority | Kirklees |
| Inspection number | 868027 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 12 |
| Number of children on roll | 35 |
| Name of provider | Thurstonland & Stocksmoor OSC Committee |
| Date of previous inspection | 22/10/2008 |
| Telephone number | 01484 222818 |

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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