

EFG's Out Of School Club

Newsome Scout Hall, Newsome Road South, HUDDERSFIELD, West Yorkshire, HD4 6JJ

Inspection date	13/01/2014
Previous inspection date	11/02/2011

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

- Children play in a welcoming environment, where they are able to select resources independently.
- Staff have good relationships with the children. They are warm and sensitive to their needs, consequently children feel secure in their care and play happily with each other.
- Children's continuity of care is promoted well because there are sound partnerships with parents.
- Strong procedures are in place for the recruitment and supervision of staff. This helps to ensure that children are kept safe.

It is not yet good because

- Systems for monitoring the assessment of children's learning and development are not fully effective. As a result, activities planned are not effectively meeting the needs of all the children.
- There are few visual images of diversity around the club to help all families and children feel welcome.
- Mealtimes are not always used effectively by staff as a social occasion to help develop relationships and extend children's communication skills.
- Partnerships with schools are weak, therefore do not fully enable the staff to support and complement the children's learning experiences from their school.

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 the staff and the children.
- 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

EFG's Out of School Club was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from Newsome Scout Hall in Newsome, Huddersfield in West Yorkshire.

The club employs four members of childcare staff who all hold appropriate early years qualifications at level 3. The club is open Monday to Friday term time from 7.30am to 9am and from 3.30pm 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 26 children attending, of these one child is 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:

- develop systems which effectively assess the children's learning and development to enable practitioners to plan challenging educational programmes that complement their learning, follow their interests and meet the needs of all children
- establish effective links with schools to discuss and share information regarding the children's learning and development to ensure the setting is supporting and complementing the children's learning experiences from school.

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

- support further children's emotional development, language and social skills by enabling staff to sit with the children during mealtimes
- enable all children and families to feel more welcome and valued within the club by providing more resources, signs, symbols, or objects relating to the lives of families who use the club.

Inspection judgements

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

Children enjoy attending the out of school club, where they happily engage with their peers in a spacious interesting environment. They take part in a mixture of activities that

are adult-led and child-initiated. Staff supervise the children well and engage them in an appropriate range of interesting play experiences. Therefore, children are happy to attend and make some progress in their learning and they attain skills that support them in their future development. Staff have a sufficient understanding of how to support children's development and help them to acquire the basic skills which they need for school. The setting gathers information about the children on entry from parents and children in relation to their family, likes and dislikes and this enables practitioners to plan activities, which are of interest to the children. However, the systems for gathering information from the children's schools, regarding the educational programmes and school assessments are weak. As a result, the setting does not always plan activities which complement the school curriculum and support the children's age and stage of learning. This means that gaps in learning are not always identified quickly enough. Staff carry out some observations of the children and share these with parents. However, the systems for assessing the children's learning and development are not yet fully established. Consequently, the activities planned do not always meet the individual needs of all the children.

Staff support the children's learning through a number of games and activities. For example, as the children play a board game they develop mathematical skills in counting and calculation. As children count toy money staff ask 'How many have you got and how many more do you need to make three?' Staff support children in recognising the numbers on the dice and to count the corresponding numbers on the game board. Reading skills are also encouraged as staff read the instructions and words on the cards. This helps children recognise that the written word has a meaning. Staff also support children in taking turns as they play games developing children's social skills. Mathematical language is introduced into 'throwing the hoops games', where children see who can throw hoops the farthest and fastest. Staff generally interact with the children well during the activities by talking with them about their favourite superheroes and encourage children to describe what they are drawing. Consequently, they help children develop language skills. However, at mealtimes staff miss opportunities to sit and engage children in conversation and role model social skills because they are busy in the kitchen or spend the time overseeing the children.

Parents are greeted by practitioners. They are able to discuss their children's experiences and share informal feedback about their children's care needs and interests at the end of each session. This adequately supports continuity of care.

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

Children are confident, happy and comfortable in their surroundings. Children's emotional well-being is supported appropriately by staff. Staff are sensitive to the needs of the children and they develop strong and positive relationships with them. Consequently, children demonstrate that they feel secure and safe. Children are further supported through the key person system. A gradual settling in period is used for children who are new to the club to enable children to build relationships. Children are encouraged to be independent and make choices, this boosts their self-esteem and confidence. Children help themselves to resources, they help prepare some of the snacks and they are encouraged to wash their own dishes after tea. Children are helped to understand about peoples

differences and similarities through some activities. However, there are few positive images of diversity in society displayed around the hall to enable all children and families know that they are welcome and valued.

Staff promote children's understanding of how to keep themselves safe and healthy through the daily routine and activities suitably. Children are involved in menu planning and are guided in making healthy choices. A tray of fresh fruit is always available for children to help themselves. Children sit together at meal times and chat about their day. However, as previously stated, staff do not make best use of this opportunity to model social skills and conversation. Drinks are always available through the sessions to enable children to keep themselves hydrated.

Staff help children to understand about safety well. For example, children learn how to cross roads safely on their way to and from school. They follow safe instructions when they wait to be collected from school by the staff. Children behave well, they are courteous to one another and staff help them negotiate rules and any minor incidences that occur. Reward charts are used for any children having particular behaviour issues. Staff have seen good success in this area. Children have some access to outdoor play to help them keep fit and enjoy the fresh air. The hall is often used for physical games and exercise, including team games. This helps develop their personal, social, emotional development, as well as their physical skills.

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

Staff safeguard children appropriately because the team has a sound understanding of their responsibilities in meeting the safeguarding and welfare requirements. All staff are fully aware of relevant reporting and recording methods. There are good induction, recruitment and vetting systems in place that check staff for their suitability to care for children and minimise any risks. Staff performance is monitored through regular appraisals. The management team understand the importance of continuous professional development and all staff undertake regular training. Staff have recently attended specific training on planning for out of school clubs, which the club has recently implemented to develop activities for the children. This positive attitude towards professional development benefits the children's learning and development and the ability of staff to address children's needs. Children's safety is given priority, risk assessments are undertaken and are routinely reviewed. This includes escorting children to and from school. Records accurately reflect accident and incidents and these are shared with parents and carers to support children's welfare.

Monitoring and evaluation systems are still evolving within the club owing to the introduction of new staff. The new manager is currently overviewing the policies and procedures and highlighting areas for development throughout the club. Some of the areas highlighted at the previous inspection are still being addressed, such as partnership working with other early years providers that children attend. Parents and children are suitably involved in the evaluation process through regular discussions and questionnaires. Children are involved in menu planning and deciding on the activities. Systems to monitor

early years children's learning are not fully established, as a result activities are not always planned to meet the needs of all the children.

Partnerships with parents are established and parents express that they are happy with the care their children receive. Parents receive sound information about the club through discussions, notices, brochures and newsletters. However, partnerships with local schools are weak and do not currently enable the setting to adequately exchange information regarding children's learning and development. The club is supported by the local authority's development team and act on any advice offered to improve the learning outcomes for the children.

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	EY414217
Local authority	Kirklees
Inspection number	879815
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	26
Name of provider	Dianne Joan Bangali
Date of previous inspection	11/02/2011
Telephone number	01484429222 07715490001

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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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