

Outlane Out of School Club

Moorlands Road, HUDDERSFIELD, West Yorkshire, HD3 3UH

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| Inspection date | 22/01/2014 |
| Previous inspection date | 21/01/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent understanding of the ways in which children learn best and are highly skilled in engaging children in the activities, to build on what they already know and can do, to extend learning in highly effective ways.
- The very well-resourced and well-planned environment ensures that children consistently have a wide choice of meaningful activities and are active very motivated and learners.
- Staff create a highly welcoming environment where children settle-in well and make warm relationships with each other and staff, which results in children being happy, safe and secure.
- Staff demonstrate an excellent understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures and highly effective risk assessments, including those of the children, successfully promote children's safety and well-being.
- The club has an excellent relationship with the school and parents. They complement each other extremely well in order to maximise children's care and learning.

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 all the play areas indoors and outdoors and viewed resources and equipment.
- The inspector spoke with the manager, staff, children and parents during the inspection.
- The inspector looked at children's records and a range of other documents, policies and procedures.

Inspector

Helene Terry

Full report

Information about the setting

Outlane Out of School Club was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. The club operates from rooms in Moorlands Primary School in Outlane, Huddersfield in West Yorkshire. There is an area available for outdoor play.

The club employs seven members of staff, of whom five hold appropriate early years qualifications at level 3. The club is open Monday to Friday term time from 7.45am to 8.50am and from 3.20pm to 6pm. The club also operates during school holidays from 8am to 6pm. Children attend for a variety of sessions. There are currently 120 children attending, of whom 18 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:

- consider developing further the area where children sit and relax to make it even more homely, attractive and inviting.

Inspection judgements

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

Staff use their superb knowledge of how children learn and develop to provide them with an exceptional balance of activities across all areas of development. Activities consist of a very good mixture of adult-led and child-initiated activities that meet the needs of all the children extremely effectively. These activities capture children's interests and support their physical, communication and language skills and personal, social and emotional development exceptionally well. The club work seamlessly with the reception team within the school to ensure that observations and assessments identify the children's next steps in learning and their interests. Parents are also involved in this process because they are encouraged to add their own observations of what their children can do and are encouraged to extend the next steps in learning at home. Consequently, the club maximise children's development superbly, as a result, children are developing excellent skills for their future learning.

The environment is highly stimulating and exciting and well organised into areas, which enable children to make independent choices about what they want to do. Staff enthusiastically join in with children's play and listen to their suggestions to develop the activities further. As a result, children are confident knowing that they are valued. Staff display sensitivity as they respond to the children's lead, and have a good knowledge of when to add further support or ideas. For example, children ask if they can have the dolly

pegs out to play with. Staff act promptly and make suggestions with the children about other resources that they may need, such as, materials, wool, string, paper and thread. Children make play people using the resources and one child decides he would like to make a pirate. Staff talk with the child about how he can use the materials to plan his own representation of what a pirate looks like. The child is encouraged to find a play figure in the small world area to help him plan. Consequently, children are learning to construct with purpose and select appropriate resources and adapt work as necessary.

Staff skilfully ask questions, model words and sentences to extend children's thinking and interests as they play. For example, as children play at the tool work bench staff talk with them about the various tools and their uses. As children look at the tools, staff ask 'Where do you think we might use the drill?' Children discuss that their daddy has one at home but it has a wire on the end. Staff use this opportunity to extend learning by talking about various means of power, such as electricity and batteries. Staff model thinking processes and curiosity showing that sometimes we do not have answers but we can find out. They ask children 'I wonder how it works if it hasn't got a wire'. Children enthusiastically join in the chatter and offer their suggestions, one child declares 'It works with a big square battery'. Staff are quick to anticipate and respond to children's changing interests or need for support. This means children can go from very active learning to a quieter activity, while being fully supported. Staff recognise children's varying needs throughout the session as energy levels rise and dip for the children. Children are invited to play in the hall or outdoors where they can play physically as a group or on the balancing and climbing activities. A number of children respond positively to this. Other children choose to stay and focus on quieter activities. This means all children's needs are met exceptionally well all of the time. Children have opportunities to develop information and communication technology skills as they play on the various computerised resources. In contrast they can make dens in the bushes outdoors and hunt for mini beasts. They bake and make pancakes and vegetable soup and develop mathematical skills as they weigh and measure the ingredients. Children are able to enjoy activities that are meaningful to them, in an environment that fully supports their individual needs and learning interests exceptionally well.

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

The key person system is highly effective and well embedded, which helps children form secure, emotional attachments and provides a strong base for their personal, social and emotional development. Children are extremely well settled in the club because staff have an excellent understanding of their likes, dislikes and routines and communicate daily with parents. Relationships with the children are excellent, owing to staff's warm and caring attitudes towards the children. Staff go to great lengths to help children settle quickly. For example, in the past they have purchased resources that they know will interest certain children to help the smooth transition from home and school. The environment is stimulating with a wealth of information about the children displayed on the walls. For example, children's 'All about me' booklets are displayed and children can add information to them as they desire. There are books that the children have made to enable children to recall past events. There is an area for them to display any achievements that they have

made either at home, in school or at the club. Children learn about their emotions and feelings through activities and a display relates to antibullying and what makes us all special and different. Consequently, children feel valued and respected for their individuality, which in turn boosts their self-esteem and confidence to enable them to develop in a safe and happy environment. Although, there is an area where children can relax and look at books, there is scope to develop this further to make it even more inviting and relaxing after their busy day at school.

Children's behaviour is excellent. They are polite, play cooperatively and share and take turns very well. Children are motivated and focus on their chosen activities, which enables active learning. The club is set out so that the activities for the children over eight years does not impact on the younger children and the more boisterous play is available for those wishing to take part in such energetic activities. This meets the needs of all children exceptionally well. Children's independence and social skills are highly promoted. They enter the playroom confidently and choose the resources that they enjoy. They pour their own drinks and prepare their own snacks. They make choices about the sandwich fillings that they wish to eat and chat happily to their friends and staff about their day at school. They confidently seek reassurance and support from staff if they need help or comfort.

Staff consistently give the highest priority to the safety of children and very effectively support them to develop their understanding of how to keep themselves safe. For example, children complete their own risk assessments of some of the activities, such as when they make vegetable soup or pancakes. They teach children about road safety and they practise regular fire drills. Children are also supported to take risks as they play on the climbing and balancing equipment. As a result, children gain confidence in their developing skills. Children enjoy a healthy, balanced diet and all their dietary needs are respected and met. For example, staff ensure that children are provided with a vegetarian alternative meal or snack, so that all children feel valued and included. Children are provided with lots of opportunities to enjoy healthy snacks, regular drinks and exercise in the fresh air to support their physical well-being. They are provided with a choice of healthy cereals, bread and yogurts for breakfast and a range of sandwich fillings, fruit and vegetables at teatime. Children are fully aware of the need for and benefits of healthy food, fresh air and exercise in order to sustain energy and to grow and develop. They demonstrate a mature understanding of the importance of good hygiene practices when they wash their hands before snacks. Antibacterial gel and signs in the playroom are constant reminders to the children. As a result, children are competent at managing their own personal needs.

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

The management team and staff have very good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff have an excellent knowledge and understanding of how to protect and safeguard all children. For example, there are detailed, robust policies and procedures in place for safeguarding and rigorous recruitment and selection procedures ensure that all staff are safe and suitable to work with the children. All staff have completed safeguarding training

and have knowledge of what to do and who to contact if there are any safeguarding concerns. All staff follow thorough induction procedures, and receive ongoing supervision and appraisals. This ensures that they have the support and training they need, to carry out their individual roles and responsibilities extremely well. Any training that staff attend is cascaded among the team and put quickly into practice to benefit the children's future development. Comprehensive risk assessments are in place and rigorous daily checks of the environment and resources ensure that children are exceptionally well protected. Walkie talkies are used within the various play areas to ensure the safe transfer of children from one area to another and staff, parents and children sign children in and out on the register. This ensures that children do not leave the school without an authorised adult. Accidents and injuries are meticulously recorded and staff understand their responsibilities to inform Ofsted of any significant incidents or serious accidents. This means that children can play and learn in a completely safe and secure environment.

Leadership is inspirational and self-evaluation is well documented, highlighting the strong emphasis on maintaining high levels of achievement for all children. Strengths and areas for development are clearly identified and plans are in place to secure continuous improvement. Children and parents are involved in the process through discussions and parents' and children's questionnaires. The manager responds in writing to all suggestions for improvement and implements changes where practically possible. The areas for improvement highlighted at the previous inspection have been fully addressed, consequently, children's welfare and opportunities for learning have highly increased. The early years leader oversees the educational programmes and children's development exceptionally well. This helps identify any gaps in children's learning alongside the school's reception team.

Children's needs are extremely well met through highly effective partnerships between the club, parents and the school. Parents are very complimentary about the club and are most keen to voice their opinions about how impressed they are with the service provided. They describe the club as 'wonderful', 'fabulous' and a parent felt that the club had helped the transition of their child into the school. Parents say that children are 'happy and thoroughly enjoy their time in the safe, secure and stimulating environment'. The school and the club work exceptionally well together for the overall benefit of the children's well-being and education. They are collaborative in sharing the premises and the reception team and the club work seamlessly to ensure that children's individual needs are fully considered and met.

The Childcare Register

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| 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 | EY380436 |
| Local authority | Kirklees |
| Inspection number | 821535 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 36 |
| Number of children on roll | 120 |
| Name of provider | Outlane Out of School Club Partnership |
| Date of previous inspection | 21/01/2009 |
| Telephone number | 07944286523 |

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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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