

# Shelf Out Of School Club

Youth And Community Centre, Wade House, Shelf, Halifax, HX3 7PB

<b>Inspection date</b>	07/02/2014
Previous inspection date	30/06/2009

<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

- Children thoroughly enjoy attending the club and are provided with a good range of activities that help them to make progress across the seven areas of learning.
- Learning is effective because staff are well qualified and well deployed.
- Staff work closely with parents so they can support children's learning and development effectively. They encourage parents to contribute to activities through their own skills, knowledge and interests.
- Staff are very friendly and welcoming. This means children and parents feel at home in the club.
- Parents' views about their child's care, including medical needs, are determined at the start of the placement. This means staff can provide safe and consistent care.
- Children's behaviour is very good. This is because staff are good role models. They apply clear, consistent boundaries so that children learn to take turns and share.
- The management has thorough recruitment, vetting and induction procedures which help ensure adults working with children are suitable to do so.

### It is not yet outstanding because

- Occasionally snacks are not nutritionally well balanced. This means there is scope to increase children's understanding of a healthy lifestyle to a greater extent.

## 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 accompanied staff as they collected children from school, and observed activities at the club.
- The inspector had a tour of the premises and conducted a joint observation with the director.
- The inspector had a meeting with the director.
- The inspector looked at children's records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation documents.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Caroline Midgley

## Full report

### Information about the setting

Shelf Out Of School Club was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by Locality Support Services Ltd., the director of which is involved in the day-to-day management of the setting. The club serves the local area and is accessible to all children. It operates from two rooms within the Youth and Community Centre in Shelf on the outskirts of Halifax. The large hall is used for group games, sports and role play. The smaller room, which includes a kitchen area, is used for quieter activities. There is an enclosed area available for outdoor play.

The group employs five members of childcare staff in addition to the director. Of these, all hold appropriate early years qualifications. Additional casual staff cover staff absence and holidays. The club opens Monday to Friday all year round. Sessions are from 7.30am until 9am and 3pm to 6pm during term time, and 7.30am to 6pm during school holidays. The group have sole use of the premises during these times. Children attend for a variety of sessions. There are currently 78 children on roll, of whom five 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:

- review planning of menus and food purchase to ensure snacks are always nutritionally well balanced, and further increase children's understanding of what constitutes a healthy lifestyle.

## Inspection judgements

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

Children thoroughly enjoy attending the club. They are provided with a good range of activities that help them to make progress across the seven areas of learning. Activities to promote physical development are particularly good. This is because the group have the use of a large hall in which they provide a sports activity, such as football, karate or badminton, every evening. They also have a quiet room where children use percussion instruments, read books or work with art and craft resources. Teaching and learning are effective because staff are well qualified and well deployed. There is a member of staff assigned to each of the areas. Other staff move between the areas, depending on where the children choose to play. This means all children, and especially children in the Early Years Foundation Stage, are well supported and make good progress in their learning and development. For example, a member of staff supervises a badminton game. She encourages all the children to be independent and self-reliant, while effectively supporting

children in the younger age group. This means younger children quickly learn the rules of the game and the social skills that they need to join in effectively.

There are a range of posters on the walls that help staff promote younger children's learning. Children in the Early Years Foundation Stage know the word for 'hello' in French. They know this because on a previous evening they looked at a poster of greetings in different languages with a member of staff. Children also enjoy looking at a poster about the planets and can name several of them. Staff support children to develop their knowledge of the wider world because they involve them in learning about celebrations, such as Chinese New Year. Older children show the group how to write 'Happy New Year' in Chinese. This demonstrates that staff effectively exploit children's interests and encourage them to learn. They supplement the learning opportunities children receive at school or playgroup well. They often follow up activities that children have done at the other settings. This helps children make good progress in their learning.

The group works well with parents. This means they can support children's learning and development effectively. They encourage parents to contribute to activities through their own skills, knowledge and interests. When children start at the setting, parents are given a welcome pack and the child's key person finds out about children's interests and attainment. They use this information to help plan appropriate activities that will support children's development. They record information about children's activities and achievements in individual record folders. The key person uses these records to help keep parents informed about their children's learning and to track their progress in each of the seven areas of learning. This enables the management to quickly identify any children who are not making expected progress for their age. This allows them to provide activities and experiences to help close any gaps in their learning and help parents obtain additional support from external agencies, such as speech therapists, should this be appropriate.

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

The premises are spacious, safe and welcoming to children and their families. Children's work is displayed on the walls. Children are very proud of this and point out their work to visitors. This helps ensure that children have high sense of well-being and self-esteem. Staff are very friendly and welcoming. Children and parents feel at home in the setting. Children are respected as individuals and their emotional security is given high priority. This means they demonstrate confidence and are self-assured. Children are proud of their club and their achievements. They readily chat to unfamiliar adults and explain how they spend time and what they like doing. They feel safe and secure and form good attachments with their key person and all other staff members. Parents' views about their child's care, including medical needs, are determined at the start of the placement. This enables staff to provide safe and consistent care. In addition, staff successfully work in partnership with the adjoining school and pre-school, which helps children make good progress. For example, information is exchanged about children's care and development.

Children's behaviour is very good. This is because staff are good role models. They apply clear, consistent boundaries so that children learn to take turns and share. Staff support children to develop an awareness of safety and how to stay safe. For example, they

regularly practise fire drills. Children are encouraged to be active. There is a sports activity in the large hall each night. When it is lighter in the evenings, children enjoy playing outside in the fresh air. Children can help themselves to water or milk if they are thirsty. They enjoy snack times during which they sit chatting to their friends. Encouraging children to have lots of exercise and drink when they are thirsty helps them develop a healthy lifestyle. However, although children enjoy their tea and there are usually raw vegetables and fresh fruit to eat, there are occasions when this is not provided. This means snacks are not always nutritionally well balanced and conflicts with the group's aim to promote children's understanding of a healthy lifestyle. Children follow appropriate hygiene routines and know that they must wash their hands after using the toilet and before eating. This helps to minimise the risk of cross-infection.

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

The management has thorough recruitment, vetting and induction procedures. This helps to ensure that adults working with children are suitable to do so. Staff are very clear about their responsibility to protect children from potential harm and neglect. This is because they are made aware of the club's policy and procedures at induction and attend safeguarding training courses. This helps ensure the children are safe. There are clear policies and procedures that help ensure children are safe. For example, staff closely monitor the entrance door and tick the children's names on the register when they arrive and when they leave. The register is also used very effectively to record children's special requirements, such as allergies. The management carry out thorough risk assessments. They review these at least annually and use them to make daily checks to help ensure children are safe. For example, at the last review they decided to provide different coloured reflective vests for the youngest children. This helps the staff and other children identify these more vulnerable children easily when they are walking to and from school and when they are out on trips.

Management and staff have a clear overview of the requirements of the revised Statutory framework for the Early Years Foundation Stage, which guides their practice effectively. They successfully support children with special educational needs and/or disabilities. They understand the importance of partnership working with external agencies in order to secure appropriate interventions for children who are not making age-expected progress. The management team has recruited and trained appropriately qualified staff and encourages staff to engage in continuous professional development. Management also promote good practice through informal discussions and through formal, regular individual meetings with each member of staff. These give staff opportunities to discuss issues that concern them. The management team also hold regular staff meetings, at which they discuss ways to improve the provision. As a result, the setting provides a constantly improving learning environment. This enables them to provide activities that successfully complement the children's learning in schools and playgroups where they spend more time. Partnerships with these settings are well established and contribute effectively to the continuity of the children's care and learning. The management and staff have made good progress in addressing issues identified at the last inspection. This has improved the overall quality of the provision for children and families.

### **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

<b>Unique reference number</b>	EY266155
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	819835
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Locality Support Services
<b>Date of previous inspection</b>	30/06/2009
<b>Telephone number</b>	07910018735

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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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