

Birdsedge First School Out of School Club

BIRDSEdge FIRST SCHOOL, Birdsedge Lane, HUDDERSFIELD, HD8 8XR

Inspection date	17/02/2014
Previous inspection date	Not Applicable

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		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 warmly welcome children and engage them in play to support their learning.
- 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 are safeguarded and their well-being is promoted to a sound level. Staff understand their responsibilities to ensure a safe environment.

It is not yet good because

- Staff's observations and assessments of the children do not help them to clearly identify children's level of achievement across the areas of learning. As a result, staff do not plan or monitor activities, both indoors and outdoors, to ensure they are challenging and fully meet the needs of all the children.
- Information about who has parental responsibility for each child and who each child normally lives with is not recorded by the club.
- Partnerships with schools are weak, therefore, do not fully enable 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 staff, children and a parent.
- The inspector looked at staff records, suitability checks and qualifications.
- 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

Birdsedge First School Out of School Club was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary committee. The club operates from a room in Birdsedge First School in Huddersfield, West Yorkshire. There is an area available for outdoor play.

The club employs four members of staff, of whom two hold appropriate early years qualifications at level 3. The club is open Monday to Friday term time only, from 7.30am to 8.45am and from 3.30pm to 6pm. Children attend for a variety of sessions. There are currently 28 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 information about who a child normally lives with and who has parental responsibility for each child is recorded and maintained
- develop systems which effectively assess the children's learning and development to enable staff to plan challenging educational programmes, for both indoors and outdoors, that complement their learning, follow their interests, and meet the needs of all children
- establish effective links with the school 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.

Inspection judgements

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

Children are clearly happy and confident when they attend the club and enjoy their time spent with their friends. They become involved in their play and overall, have access to an adequate range of toys and equipment to support their learning. However, many of these resources are currently stored away and children can only access resources that staff make available for them at each session. 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 club gathers some basic information about the children on entry from parents and this enables staff to plan activities, which are of interest to the children.

However, the systems for gathering information from the children's school, regarding the educational programmes and the school's assessments are weak. As a result, the club 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. However, the systems for assessing the children's learning and development are not effective. Consequently, the activities planned do not always meet the individual needs of all the children.

Staff join children in their play and support their learning. For example, staff support children's small muscle movements, problem solving skills and spatial awareness as they play a popular stacking blocks game. Children are supported to recognise numbers as they decide what number block to remove. Children have opportunities to build and construct with a purpose in mind as they play with small construction bricks and talk happily about their ships and space crafts that they create. Staff show interest and encourage children's imaginative and creative skills when children draw pictures expressing their ideas and thoughts.

Parents and staff share informal feedback each day about children's care needs and discuss what children have taken part in during the session. In addition, messages from school are passed on to keep parents fully informed about their child.

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

Children form positive and warm relationships with the staff and each other. They approach staff confidently for support or to join in with their play. To ensure that children settle well when they first start at the club, staff encourage the children and their parents to visit. Each child has their own key person to support them. This promotes children's emotional well-being. Staff work with the school in sharing information about the children's day in school and pass on any information to parents as needed. This supports continuity of care, although, information sharing about children's learning needs are less well developed.

There is a calm atmosphere throughout the session and children show they are familiar with the routines and boundaries in the club. For example, they follow staff's directions when they remind them to wash their hands ready for snack. Children are well behaved. Staff encourage them to share and take turns as they play. Rules of the games that children play are explained to help children understand about the needs of others and how to work cooperatively. Staff are aware that children learn from their peers and support older children to help the younger ones. A reward system is in place to further encourage positive behaviour among the children.

Children learn how to be safe and healthy through a variety of activities and routines. Staff help children to use equipment safely and children take part in the regular fire drills so that they know what to do in an emergency. Children do have use of an outdoor play area. However, due to planning and assessment weaknesses, staff do not always

encourage children to play out outdoors after school to enable them to develop physical skills and exercise in the fresh air. Children benefit from the healthy snacks that staff prepare for them that reflect a balanced diet. They enjoy a variety of snacks, such as crackers, cheese, ham and a selection of vegetables. Children sit as a group and enjoy the experience of eating the freshly prepared food as they chat together about their day. Staff provide drinks and a fruit bowl at the side of the room for children to help themselves from, which helps to develop their independence. Staff encourage children to be independent and manage their own personal needs. Consequently, children are confident and know when to ask to go to the toilet and wash their hands afterwards.

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

The manager and staff have an understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The manager and staff demonstrate a sound understanding of the signs and symptoms of abuse and procedures to follow should they have a concern about a child in their care. This is supported by a written safeguarding policy. Staff members ensure that children are supervised at all times and complete risk assessments to help to protect children's safety. A range of appropriate policies and procedures further support children's safety and welfare in the club. However, the club does not accurately record all the required information about a child, such as who each child lives with or who has parental responsibility. This is a breach of the requirements. However, this has little impact on the safety of children because staff know each family well. Sound recruitment procedures support children's welfare and ensure that qualified adults care for the children. There are procedures in place to make sure that staff remain suitable to work in the club, such as supervision meetings and annual appraisals. This helps management and staff identify training needs. Management support staff's professional development adequately. For example, they attend child protection, first aid and food safety training, which keeps them up to date with changes in practice. One member of the team is also working towards a relevant level 3 qualification. The manager has also identified training to help support staff to implement the learning and development requirements of the Statutory framework for the Early Years Foundation Stage.

The club's monitoring and evaluation systems are in the early stages of development. However, the manager identifies clearly the areas that require further development. The club has moved premises recently and many of the resources are still not fully accessible to the children to enable the club to fully meet the learning needs of all of the children. Parents and children are involved in the evaluation of the club. For example, parents are on the committee and parents and children's questionnaires are completed. The children are involved in deciding on the menus for meal times and the club moved premises owing to parents' suggestions. 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 positive and they speak warmly about the club. Parents receive suitable information. For example, they receive an information pack at the start and they also can see the policies and procedures. In addition, there is a noticeboard with useful information, and regular newsletters are published. This ensures that parents are aware of how the club works. They are kept suitably informed about their child's time at the club through verbal feedback. The manager ensures that important information about children's care needs is shared with the school. However, the club does not effectively exchange information regarding children's learning and development with the Reception teacher in the school. This does not enable the staff to support and complement the children's 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

Unique reference number	EY468985
Local authority	Kirklees
Inspection number	935452
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	28
Name of provider	Birdsedge Out Of School Club Ltd
Date of previous inspection	not applicable
Telephone number	01484222714

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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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