

Moose Club

Whitechapel C of E Primary School, Whitechapel Road, CLECKHEATON, BD19 6HR

Inspection date	06/02/2014
Previous inspection date	08/02/2013

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		2
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

- The club shares information about children's learning with the school and the activities they provide complement those learning experiences, ensuring that children enjoy continuity in their learning.
- Staff promote learning in a fun way, they give children appropriate levels of support and give them challenges that help them to make progress in their learning.
- Children enjoy a wide range of activities in the outdoor area and as a result they learn how exercise supports their health and well-being.

It is not yet good because

- Hand washing routines are not yet embedded and as a result, children sometimes eat after outdoor play or activities without washing their hands.
- Information is not always effectively shared with parents and as a result, some parents are not clear about the club's expectations of them, such as procedures for the use of mobile phones or cameras.
- Not all records were available to view at the time of the inspection and as a result, the club are not meeting all of the legal requirements of the Early Years Foundation Stage.

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 main playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and discussed planning.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Nicola Dickinson

Full report

Information about the setting

Moose Club was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the community room and interlinking secure foyer area within Whitechapel Church of England Primary School, Cleckheaton. Children have access to an enclosed area for outdoor play. The club serves the local area and is accessible to all children. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. The club opens Monday to Friday all year round. Sessions are from 7.30am until 9am and 3.15pm until 6pm during term time and 7.30am until 6pm during school holidays. Children attend for a variety of sessions. There are currently three children attending who are in the early years age group. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all records are easily accessible and can be made available on request.

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

- continue to work with children to embed robust hand washing routines to ensure they understand the importance of hand washing in maintaining their health and well-being
- find out parents preferred method of communication so that information and policies can be shared with them more effectively.

Inspection judgements

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

Practitioners in the club have a good knowledge of the Early Years Foundation Stage and this means they can provide children with a wide range of interesting activities that complement the learning they experience in school. Children who attend the club are confident to share their ideas. They are involved in planning and evaluating activities and as a result, practitioners offer them a variety of resources that help them to follow their interests and preferences for learning. Planned educational programmes link into school activities, such as celebrating Chinese New Year. Practitioners teach them about traditions of other cultures and this means children are developing their understanding of equality

and diversity. Linking into school activities provides children with continuity and helps them to make connections between their different learning experiences. The club has interactive equipment that connects to the school's internal internet and this means practitioners can support children in completing their homework. Children can freely access writing materials that support them in developing early literacy skills and this strengthens the skills they develop in school. The club differentiates to ensure activities set appropriate challenges to promote progress in children's learning. For example, they can access a wide range of construction materials, including a marble run they have to build themselves. Practitioners give them levels of support appropriate to their age and stage of development by encouraging them to think critically and solve problems for themselves before they help them. Skilful use of questioning helps children to share their ideas, for example, 'what are the best materials to use to build a Chinese dragon?' Board games encourage children to share and take turns, they practise their counting skills and learn to follow instructions.

The club has worked hard to develop partnerships with their host school and with parents. Information about children's learning in school is shared and this is conveyed to parents when they collect their children. Regular discussions and entries in daily diaries keep them informed about activities children have enjoyed and their achievements. Through daily conversations with parents, practitioners stay informed about children's learning at home and by sharing information in this way their knowledge about their interests and skills is up to date. This ensures practitioners can provide activities and resources that capture children's interests, reflect their learning in school and take into account the skills they have already acquired. Overall, parents are kept informed about activities through newsletters and the activities the club offer are displayed on a noticeboard for parents. However, not all parents demonstrate they are well informed because the club does not ask them about their preferred method of communication and this means, on occasions, information is not shared with them effectively. Trips to places of interest during the school holidays extend children's learning experiences and parents comment that children often ask if they can go to the club during the holidays.

Practitioners share information about children's interests, their starting points and their next steps in learning. They complete snapshot observations to assess children's progress and they use current guidance documents to monitor how well they are meeting the expected milestones for their age. The club works with the school teachers and the school's special educational needs coordinator to ensure children with special educational needs and/or disabilities receive appropriate levels of support. Their needs are carefully considered and measures are taken to ensure they are fully supported during their time in the club. For example, quiet areas and one-to-one support is provided for children who might struggle when the club is busy.

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

Parents highlight that the relationships children have with practitioners is one of the club's strengths and they value the relaxed and friendly environment that is created for them. Children demonstrate they are confident and self-assured. Praise is used well and this

helps them to develop self-esteem. Their behaviour is managed well because practitioners give them age appropriate explanations and consistent guidance. They are taught to consider the impact their actions may have on other children and as a result, they are beginning to consider each other's needs. For example, children are encouraged to observe the rules for sharing computers. Children develop their understanding of equality and diversity through a range of activities and as a result, they are developing strong relationships with their peers.

Parents attend induction sessions with their children and this means when children enter the club they are familiar with the practitioners who are caring for them. This helps the smooth transition, providing some continuity in their care. Key person groups are displayed on the noticeboard so it is clear who the key person is for each child. Children's safety is given high priority. The club has taken action to make sure the areas used by the club are secure so that children cannot leave unsupervised. The entrances into the school rooms are secured with doors that can only be opened using a code so children cannot gain access to them. The gates to the outdoor area are locked while children are playing outside. There are normally four members of staff working in the club and this means supervision levels are good. Children are encouraged to risk assess for themselves and consider whether their actions may cause harm to themselves or others. For example, they learn how to use climbing equipment safely and are encouraged to consider younger children when using play equipment.

Children can freely access the outdoor play areas and this means they can make choices about outdoor play and learning in all weathers. They enjoy adult-led team games, such as football, that encourage them to try new challenges and help them to develop physical skills, while learning how exercise supports their overall health and well-being. Activities, such as playing in fallen leaves, making rainbows and building igloos in the snow test their skills and encourage them to explore spontaneous opportunities for learning in the natural environment. Everyday routines, such as pouring drinks, setting tables and sitting together at the table to eat their snacks mirror those they experience in school. Personal care routines, however, are not fully supported. Children are not always reminded to wash their hands before they eat. This means their understanding of how good hygiene supports their overall health and well-being is not fully promoted.

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

Recruitment procedures are robust. The club is overseen by a committee and they ensure background checks are completed for all practitioners to ensure they are suitable to work with children. Practitioners have a good understanding of child protection issues and children's safety is given high priority. They attend safeguarding training and this ensures they are knowledgeable about current policies and procedures. Procedures for reporting concerns about a child or allegations against an adult are clearly displayed and this means lines of accountability are clear. Visitors enter the club through the school's main entrance, where identification is checked and records are kept. Safety procedures are implemented in the setting and this means children are kept safe. For example, older children are not

permitted to use their mobile phones while in the club. The club supports parent's understanding of their practice by providing them with copies of the policies and procedures. However, this information is not always effectively shared and this means not all parents are aware of the expectations of the club. For example, they are unsure of the procedures to follow should they wish to use their mobile phone.

The premises and equipment are checked everyday to ensure they are safe for children to use. Risk assessments are in place for the premises and trips the children attend and this ensures hazards to them are minimised. There are two members of staff who hold current first aid certificates and this means they can give suitable treatment if there is an accident to a child while in the club. Appropriate permissions are obtained from parents, such as seeking emergency medical treatment and for children to participate in trips. Accidents are recorded and medication is administered in line with legal requirements. Attendance registers are completed and the times when children arrive and leave is recorded. Not all records, such as those to confirm staff first-aid qualifications, were available to view at the time of the inspection and this means the club is not meeting all of the requirements of the Statutory framework for the Early years Foundation Stage.

The club is keen to drive improvement and raise the standards of the provision. They receive support from the local authority childcare development team and from their feedback they develop action plans to address areas of weakness. They seek the views of parents and children and this means their opinions are considered when making changes to the provision. For example, the club now offers a wider range of natural materials for children's play, including wood shavings, sand and water. Through regular team meetings practitioners evaluate the service they provide. Planning is monitored to ensure it meets the needs of the children who attend the club and takes account of their preferences for learning. The majority of practitioners have attained early years qualifications that give them the knowledge and understanding to deliver educational programmes that offer children challenges and support their continuing progress. The manager and deputy are working towards higher qualifications to improve their knowledge and skills. Partnership with the host school ensures information about children's care and learning is shared and this means they enjoy continuity and good levels of support to promote their ongoing development.

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	EY450371
Local authority	Kirklees
Inspection number	917017
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	62
Name of provider	The Moose Club Committee
Date of previous inspection	08/02/2013
Telephone number	01274 335248

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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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