

# Kirkdale Out of School Club

5A Lydgate Drive, NEW MILL, Holmfirth, West Yorkshire, HD9 1LW

## Inspection date

05/03/2014

Previous inspection date

01/03/2012

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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

2

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 have good relationships with the children. They are warm and sensitive to their needs, which means that children feel secure in their care and play happily alongside each other.
- Partnerships with parents are sound to promote continuity of care. Parents are provided with suitable information about the club and the activities that their children take part in.
- Children's safety is promoted well because staff have a secure understanding of the safeguarding procedures.

### It is not yet good because

- Teaching is variable. Staff do not present enough opportunities for children to develop good communication and language skills because not all staff ask questions that help children to reflect on their learning.
- The club does not work effectively with all of the schools that children attend by sharing information about children's development, as a result the continuity of children's learning and development is not maximised.

## 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 and outdoors.
  - The inspector had discussions with the manager, staff, children and parents.
- The inspector sampled a range of documentation including safeguarding
- procedures, staff details and qualifications, risk assessments and policies and procedures.

## Inspector

Helene Terry

## Full report

### Information about the setting

Kirkdale Out of School Club was registered in 2006 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 two rooms in a portacabin next to Wooldale Junior School in New Mill, Holmfirth, 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 manager has a degree in early years. The club is open from Monday to Friday during term time, from 7.30am to 9am and from 2.30pm to 6pm. The club also operates during school holidays from 8am to 6pm. Children attend for a variety of sessions. There are currently 77 children attending, of whom 12 are in the early years age group. The club supports a number of children with special educational needs and/or disabilities. The club receives support from the local authority.

### What the setting needs to do to improve further

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

- establish effective links with the schools that children attend 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
- develop opportunities for children to talk and ask questions, make connections in their learning and organise their thinking so that they are competent, inquisitive and motivated learners, complementing the learning acquired in school.

## Inspection judgements

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

Children have fun at the club and quickly settle into the activities that staff make available for them. Children also make choices from the range of provision stored at child height, which supports their independent learning. Staff plan a range of activities that cover all areas of learning over a period of time; these include ideas that children share with staff and their interests. Teaching is variable. Some staff use good skills to extend learning by enabling children to test their ideas and make predictions during the activities. For example, as children paint they notice that colours are changing as they squelch the paint in their hands or mix the paint on their paper. Staff ask questions, such as 'what colour have you made?', 'I wonder how you changed the colours?', 'what colours did you use?'. When a member staff notices that children are interested in mixing the colours she obtains

plates to enable children to experiment further. However, other staff tend to take a supervisory role and use less effective methods to extend learning in their interaction with the children. For example, they ask questions that require one word answers. This does not encourage children's communication and language skills. Systems for observing and assessing children's development are in the process of being changed. Children enjoy the activities and develop skills that benefit their future learning experiences.

Staff provide opportunities for children to develop mathematical skills. For example, they support children to problem solve as they complete jigsaw puzzles. Children also recognise and talk about numbers when they play a fishing game. Staff bake with the children, which helps them learn about weight and measure. There are opportunities for children to develop their imaginations when they play in the home corner or with the small world activities, such as the dolls' house. Children learn about growth and decay as they plant and grow seeds and they learn about various animals and reptiles through visitors to the club.

Parents are generally involved in their children's learning. Staff talk with parents about their children's activities and interests, and ask about home experiences during settling-in visits and collection times. Therefore, there are some opportunities to build on children's learning at home. Staff work with parents of children who have special educational needs and/or disabilities to support their learning and development. Staff use sign language for additional support to ensure that children are included in all of the activities. Posters and displays around the room reflect the different cultures in society so that children learn to value and respect others.

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

Staff welcome children into the club as they arrive from school. A range of suitable activities are set up ready, which invite children to begin to play. The club is well equipped with a good range of resources. Children are encouraged to access these independently from storage shelves. As a result, they play happily. A comfortable relaxing area enables children to rest according to their individual needs. Children's artwork is displayed on the walls to enable them to feel valued. Children have a key person allocated from the outset, who gets to know them and helps them to settle in. A gradual settling-in process is used for new children. Staff also work with the local school to help settle children who move from nursery into school. This is done through discussions about their new adventures which supports children's emotional well-being.

Children are well behaved. They follow the rules of the club, which are displayed prominently around the walls. These rules are worded positively, such as 'remember to take turns and share with others'. Staff support children to follow the rules and learn how to play cooperatively. For example, as children play with the table football game they are encouraged to take turns and work together as teams. The rules of games are clearly explained to the children and staff quickly become aware of any unfair play and then help children resolve issues so that they play fairly. Staff support children to learn how to keep themselves safe. Children are encouraged to take risks as they play on scooters, bikes and as they balance on equipment. They also learn about how to cross road safely and the

importance of wearing helmets when cycling.

Staff help children understand the importance of a healthy lifestyle through discussions, routines and activities. Children confidently manage their own hygiene, such as washing their hands. Children enjoy a good range of healthy, nutritious snacks and have easy access to fresh drinking water throughout the session. Staff plan a range of food related activities and games to support children's understanding of healthy diets. Children have good opportunities to be physically active in the fresh air and develop their physical skills. They play with a range of resources that they can easily move about cooperatively, such as crates and tyres. Children use these to build structures together or to balance on. Children play interactive ball games and enjoy running around to promote their physical well-being.

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

Management and staff have a sound understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff have completed safeguarding training and have a good understanding of how to keep children safe from harm. They are clear about child protection procedures and whom they report to if they have any concerns about a child in their care. This means that children are safe and protected. Risk assessments of the premises, resources and policies and procedures are in place, which helps to support the children's well-being. Sound recruitment procedures ensure that the staff are suitable to work with the children. There is a thorough induction process and staffs' performance management continues with regular supervision and appraisals. Most of the staff have qualifications that foster the care and learning of the children and they are offered further training to update their skills throughout the year.

The manager has a good enough understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and has a reasonable overview of the children's progress. However, the quality of teaching is not sufficiently embedded in practice to ensure that some weaker areas of practice are identified and addressed. Consequently, children are not always provided with activities which challenge, stimulate and complement their learning in school. Management are keen to improve the club and plans are in place to support continuous improvement. Self-evaluation identifies strengths and most aspects of practice that requires improvement. The views of the children, parents and staff are taken into consideration, which has led to changes in the menus and resources. Most of the recommendations identified at the previous inspection have been effectively addressed, which promotes children's well-being.

The club has sound partnerships with parents and external agencies. Parents are very positive about the club and feel that staff are very supportive and that their children enjoy attending the club. Parents receive sound information about the club through discussions, information leaflets, noticeboards, newsletters and a social media site. This promotes the two-way relationship in caring for children. Staff work closely with other agencies involved in the care of children, such as the inclusion team and teacher of the deaf. Staff also work

with the school to support children with special educational needs and/or disabilities. The manager ensures that important information about children's care needs is shared with the school. However, although the staff do obtain information from school about themes and topics, they do not effectively exchange information regarding children's learning and development with the school. This does not enable the staff to extend, support and complement the children's learning experiences.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY346704
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	873447
<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>	52
<b>Number of children on roll</b>	77
<b>Name of provider</b>	ACM Projects Ltd
<b>Date of previous inspection</b>	01/03/2012
<b>Telephone number</b>	01484 688915

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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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