

# Moor Fun

Meltham Moor Primary School, Birmingham Lane, Meltham, HOLMFIRTH, West Yorkshire, HD9 5LH

<b>Inspection date</b>	21/05/2014
Previous inspection date	04/07/2011

<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		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

- The extremely well-embedded key person system helps children to form very secure emotional attachments with staff who skilfully support their play.
- Staff work in very close partnership with key people at the school to complement children's learning. As a result, the educational programme is extremely well planned by skilled and knowledgeable staff.
- The club's social and recreational ethos is promoted extremely well through a balance of child-initiated and adult-led activities, which are highly stimulating and challenging.
- Arrangements for safeguarding children are firmly embedded. Clear policies and procedures are implemented consistently to promote children's safety and welfare at the club, including e-safety.
- Working in partnerships with parents is an integral part of the provision. As a result, children's individual needs are quickly identified and met highly effectively.
- Systems for self-evaluation are rigorous. Areas for development are regularly reviewed and prioritised to continually improve children's care, learning and play.

## 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 looked at the premises in relation to health and safety.
- The inspector observed staff's practices and their engagement with the children throughout the inspection.
- Children's activities were jointly observed and discussed with the club's manager in relation to teaching and learning.
- The inspector looked at children's records of achievement, observations and assessments in addition to other relevant documentation.
- The inspector checked staff's suitability and qualifications.
- The inspector discussed issues arising from the club's self-evaluation and action plan.
- The inspector took account of the views of parents and children spoken to on the day and information obtained from the club's online survey.

## Inspector

Cathleen Howarth

## Full report

### Information about the setting

Moor Fun Before And After School Club opened in 2010. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club is a registered charity and run by a voluntary management committee. It operates from a detached bungalow in the grounds of Meltham Moor Primary School on the outskirts of Holmfirth. There is provision for outside play in the enclosed garden around the bungalow. The club provides before and after school care for children attending the school. It is open during term-time on each weekday from 7.30am to 9am and from 3.30pm to 6pm. Children attend for a variety of sessions. Currently there are 33 children attending, and of these four children are in the early years age range. There are three staff working directly with the children. Two members of staff have an appropriate early years qualification at level 3. The club receives support from the local authority and it has attained a five star healthy eating award. The club is currently working towards the Kirklees Healthy Choice award.

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

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

- continue to encourage children to borrow and return resources from the club to enable them to finish activities at home.

### Inspection judgements

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

Staff place a strong priority on supporting children's personal, social and emotional development, promoting their physical development and reinforcing and extending their communication and language skills. Securely embedded systems are in place to provide a broad range of stimulating activities that highly effectively complement children's learning at school. Staff at the club work collaboratively with staff from the school and they know individual children extremely well, such as their interests and capabilities. The information obtained from school noticeably informs children's activity plans. Every effort is made to complement, reinforce and extend children's learning at school through school themes and topics, for example, 'let's get cooking', and as a result, the club's allotment and garden area is work in progress. An exemplary example of working in partnership with parents and school is the consistent use of the children's 'diary of my day', in which parents, children, teachers and staff at the club make comments. The information obtained is an excellent way of providing for the individual needs of children. Staff at the club clearly understand how children's sensory awareness supports their creativity by arousing their imagination and curiosity through exploration of colour and texture. For example, current affairs are promoted extremely well and children make Olympic torches and have relay races. Traditional board games help to develop children's fine motor skills and reinforce

their learning in all areas. Table top activities, including pool, are a highly effective way to promote children's personal, social and emotional development. For example, children are learning about winning and losing and how to responsibly manage moments of excitement, frustration and disappointment. They are consistently encouraged to have a go and try again. Children's communication and language skills are promoted extremely well. For example, staff use open questions and children learn to follow simple directions and to express their thoughts, ideas and concerns in a coherent way.

Children choose from an excellent range of reading materials obtained from school and the club and there are consistent opportunities for children to complete homework. Children have great fun playing outside where they run, jump, balance, throw, catch and kick balls, which helps to develop muscle tone and gross motor skills. Children manipulate small objects and they draw, colour, paint, cut and paste to promote hand and eye coordination and to develop fine motor skills. Staff facilitate children's learning exceptionally well and they complement learning at school when current affairs are explored further including, The Queens Baton 2014, when children made Olympic torches and ran relay races outside. Staff promote and model social acceptability and behaviour consistently well. They use open questions to discuss activities, which interest children who are encouraged to share their thoughts and feelings with other children and to find solutions by working collaboratively with their peers. There are excellent opportunities for children to investigate and explore mark making resources and materials. They use a variety of techniques to explore colour, line, shape, space, form and texture, which helps to develop children's visual, spatial and tactile awareness. The clubs social and recreational ethos is highly successfully in enabling children to learn through their play and clearly promotes the characteristics of effective learning, such as playing and exploring, active learning, and creating and thinking critically. Resources and activities successfully promote diversity in the wider community. For example, children dress up in costumes from around the world including Indian, Chinese and Greek costumes and accessories.

The children's key person regularly completes written observations. They listen and take note of what they see and hear. Observations and comments from children, parents and other key people are obtained and highly effectively identify children's individual interests, learning styles and capabilities. Staff track children's achievements with an assessment tool, which clearly demonstrates children are making rapid improvement in their learning, taking into account their starting points. Children's activities are planned and organised exceptionally well to support their next steps in learning. High levels of consistency enable staff to facilitate children's learning and development well by modelling activities, asking open-ended questions, encouraging children to pronounce words correctly and praising children's achievements. Children's learning at home is continued and a recommendation is raised to consolidate further opportunities to extend this practice. Parents are routinely kept informed of their children's progress towards the early learning goals. As a result of these highly effective measures, children develop high-level skills, attitudes and dispositions they need to be ready for their next stage of learning in a social environment.

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

Relationships between children, staff and their parents are strong and established through the extremely well embedded key person system. Staff welcome children and their parents to the club and children feel valued and cared for. Highly organised introductory visits help children familiarise themselves with the club and older children befriend and mentor children in the early years age group. As a result, children's personal, social and emotional development is promoted extremely well in a warm, caring, supportive environment. Children's self-esteem is significantly enhanced by the secure, emotional attachments they build through the key person system. Staff teach children about the importance of eating healthily. This is exceptionally well promoted when staff reinforce and purposefully extend school activities and themed events, such as through the garden and allotment project. Mealtimes are a social occasion, when children relax and sit together enjoying a variety of nutritious food and drink. They know to wash their hands before they eat to stop germs from spreading. They pour their own drinks and choose what they would like to eat. The children's menu is exemplary and includes vegetarian options including a vegetable platter, hot meals, such as home-made lasagne and shepherd's pie, and finger foods, such as toasties, cheese and bacon sandwiches. There is always a wide range of tasty snacks to choose from throughout each session, for example, cucumber, raisins, peanuts and fruit yoghurt.

Children enjoy fresh air and exercise through free-flow access to energetic outdoor play. The quiet area is used by children who wish to relax, play quietly and sleep after a long day at school. Children learn about keeping themselves safe and they know not to run inside the club to avoid accidental injury. They practise the emergency evacuation procedure in case they need to leave the premises unexpectedly. They know to use the zebra crossing in an orderly way when they cross the car park to get from school to the club.

Children learn about the effect their actions have on others. For example, minor disagreements are sorted out without adult intervention. Children know to reflect on what has happened and they think about what they can do to resolve the situation. They know to talk calmly and assertively to prevent situations from escalating. Overall, children behave well and they are respectful and considerate towards each other. Measures like these, with consistent support from staff, enable children to feel very safe and secure. Staff encourage behaviours that highly effectively promote children's good health, well-being and promotes their understanding of risk.

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

Staff have secure knowledge and understanding of how to protect and safeguard children. Policies and procedures are fully understood by staff and implemented consistently. Staff's awareness of child protection issues is secure and by working collaboratively with school, the club's e-safety policy and procedure is embedded. For example, the use of technology, such as the home computer and game consoles. Staff are continually mindful of age restrictions and they monitor films brought from home and used for 'film night' at the club, which successfully promotes children's welfare at the setting. Risks are managed highly effectively and daily checks of the environment ensure that children play in a safe

environment. Staff are vigilant and arrivals and departures are continuously monitored. Children cannot leave the premises without a known adult. There are robust selection, recruitment and vetting procedures in place in addition to effective staff induction and appraisals to ensure only suitable adults work with the children. The club's manager, in collaboration with staff at the school, takes responsibility for overseeing the educational programme and ensuring its highly effective implementation. As a result, children have access to a broad and balanced curriculum that focuses on the prime areas of learning and imaginatively covers all areas of learning.

The manager and staff are extremely committed to their work with the children. This is reflected in the low turnover of staff and their enthusiasm and the enjoyment they demonstrate when interacting with the children. Priorities for improvement are clearly identified through highly effective self-evaluation in partnership with parents and children. For example, parents and children are encouraged to complete the online survey and follow up survey. The last survey demonstrated a 90 per cent satisfaction rate. Staff also attend regular committee meetings and a multi-agency out of school forum to keep up to date with developments in childcare and to share best practice. The manager ensures that staff have ongoing opportunities for further training, which is discussed and agreed at staff appraisal meetings and that any mandatory training is updated as required. Collaboration with parents and other professionals is exceptionally strong and makes a significant contribution to meeting children's individual needs. As a result, the actions and recommendations raised at the last inspection have been fully addressed to underpin the excellent quality of children's care, learning and play offered at this club.

Close monitoring of children's progress by staff at the club in liaison with other key people at school, ensures that any gaps in learning are swiftly identified. Children receive the appropriate support and interventions they need so that no child is disadvantaged. Adults share relevant information about children's learning and development and children are extremely well supported as they move on to the next stage in their learning. Parents have easy access to a broad range of organisational policies and procedures including information about what to do and who to contact if they have any concerns. As a result, staff at the club promote a seamless approach to delivering the Early Years Foundation Stage. Feedback from parents is always valued and parents are complimentary. They fully support the staff and the tireless work of the committee. At the inspection, a parent highlighted the club's distinct features, promoting healthy eating and social skills and providing a varied programme of imaginative and challenging activities in a familiar, social environment.

### **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>	EY414065
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	874303
<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>	20
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Moor Fun
<b>Date of previous inspection</b>	04/07/2011
<b>Telephone number</b>	01484 222614

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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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