

# Emley Out of School Club

Emley First School, School Lane, Emley, HUDDERSFIELD, HD8 9RT

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 26/06/2014 |
| Previous inspection date | 14/07/2010 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| 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

- Staff ensure that children have easy access to a broad selection of age-appropriate toys and resources, that enable them to be independent and make choices. They have freedom to move and explore in the bright and welcoming environment both indoors and outdoors to enhance their learning.
- Staff form warm, caring relationships with the children. Consequently, children enjoy attending the club and play happily with their peers.
- Partnerships with parents are effective and make a good contribution to providing continuity and consistency of care for all children.
- Children's safety is promoted very well because staff have a secure understanding of the safeguarding procedures.

### It is not yet outstanding because

- The outdoors activities, particularly for the school field, are not always as successful in engaging the early years children as those activities indoors, especially when older children are present. Therefore, learning is not maximised.
- There is scope to further enhance the already good partnerships with school in sharing information about children's interests and learning styles to further complement learning experiences in 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 and outdoors.
- The inspector spoke with the manager, staff and children.  
The inspector sampled a range of documentation including safeguarding procedures, staff details and qualifications, risk assessments, and policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the club's own parent survey.

## Inspector

Helene Terry

## Full report

### Information about the setting

Emley Out of School Club was registered in 2009 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 rooms in a house in the grounds of Emley First School in Emley, Huddersfield, West Yorkshire. There is an area available for outdoor play. The club employs seven members of staff, of whom six hold appropriate early years qualifications at level 2 or above. The manager has a degree in early years practice. The club is open Monday to Friday during term time from 7.30am to 9am and from 3.30pm to 6pm. Children attend for a variety of sessions. There are currently 39 children attending, of whom three are in the early years age group. The club supports children with special educational needs and/or disabilities.

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

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

- strengthen the planning of the outdoors activities to ensure that all the early years children are fully engaged in opportunities to learn when older children are present
- enhance the partnership with school, for example, by sharing more in depth information about children's interests and learning styles to complement the learning in school.

## Inspection judgements

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

Staff are committed and provide good quality care and learning experiences for the children. Staff demonstrate a clear understanding of how to promote children's learning and development. This means children's individual needs are successfully met and children make good progress, including those children with special educational needs and/or disabilities. Staff undertake observations of the children and use them effectively to plan play activities, which are interwoven into children's free play to enhance their learning. However, the planning of the outdoors activities, particularly for the school field, is not always as successful in engaging the early years children as those indoors. Therefore, young children's learning is not maximised. For example, the enthusiasm of the older children can sometimes be overwhelming and affects the involvement of the younger children in some of the activities, such as football. Parents are involved in their children's learning effectively. For example, they have access to their children's achievement records and staff regularly have discussions with parents to promote continuity of care and learning.

Teaching is good because staff have high expectations of the children and effectively encourage them to further develop their skills for their future learning. For example, they support children's social and physical skills as they encourage them to take turns as they throw and catch the rugby ball. They show children how to do forward rolls and consider different ways of moving. Children have opportunities to make dens, using the trees and newly mown grass, and they balance on the wooden planks and tyres. Staff encourage children's creative skills very well. For example, children use their imaginations during role play, and they express their thoughts and feelings through a variety of craft and art work.

Staff encourage the children's communication and language skills effectively when they talk with children about their school day and encourage them to express their ideas as they play. In addition, staff provide opportunities for children to use their senses, especially as they enjoy the feel and texture of the shaving foam. Children also plant and care for seeds, consequently, they learn about growth and decay. Staff understand that children also learn from their peers and stand back and observe children's learning before they decide whether to intervene. Consequently, children are supported well.

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

Children's emotional well-being is fostered well because staff show high levels of care towards children and treat them with respect and affection. Children's key persons work closely with parents to ensure children's individual needs are met effectively. Staff and parents maintain regular discussions about children's experiences at the club and about the care and learning provided for them. This provides continuity of care and learning. To ensure a smooth transition from home, when children first start at the club, parents and children are encouraged to look around the club and meet staff, so that they get to know one another. There are lots of resources for the children to enable them to make choices about what they want to do. Their work and photographs of them are displayed on the walls, which gives children a sense of belonging and feelings of being valued.

Children behave well. Staff praise and encourage children for their achievements, which boosts children's confidence and self-esteem. Children learn how to be safe in a variety of ways. They learn about acceptable behaviour in the club and their achievements are displayed on the 'wonder wall', which further enhances their self-esteem. Children build their confidence about themselves as staff encourage them to take risks, such as when they climb and balance. Children wear safety helmets as they play on scooters, which helps them to understand how to protect themselves.

Children learn about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Children's good health is further promoted through a commitment to a healthy lifestyle. The club has a healthy eating award from the local authority, and children learn about food that is good for them as part of their activities. Children are provided with a good range of nutritious snacks, such as, cheese and ham wraps, fruit and yoghurts. Drinks are accessible to the children at all times to keep them hydrated. In this way, children develop healthy eating habits. Meal times are social occasions when all children and staff sit together and discuss their day. Children's

health is also promoted through regular opportunities to get fresh air and exercise in the outdoor play areas.

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

The club is led by a highly enthusiastic manager who is fully committed to providing quality care and education for the children. Staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They know the safeguarding procedures to follow should concerns about a child or another member of staff arise. Consequently, children's welfare is effectively promoted. All the required documentation, including policies and procedures are in place to ensure that everyone is aware of their responsibilities towards the children. Recruitment procedures are robust and all staff undergo checks to ensure that they are safe and suitable to work with children. All staff attend training on safeguarding and first aid and are clear about what to do in these situations. This means staff are vigilant regarding child safety and security. Staff risk assess potential hazards to the children to make the environment safe. Staff use electronic communication systems to ensure children's safety when they move between the outdoor play areas and indoors. This enables children to explore safely and freely.

Staff benefit from a full induction when they first start at the club. This ensures that they are aware of the routines, policies and procedures. Regular supervision meetings and bi-annual appraisals are held with the manager to discuss individual members of staff's development needs. Staff receive good access to training to enhance their skills. For example, they access higher level training qualifications, such as, foundations degrees and good practice workshops. Staff use their growing knowledge to enhance the provision for the children and share their skills amongst the staff. The manager and staff undertake regular self-evaluation to identify strengths, weaknesses and areas for improvement. Parents' and children's views about the club are obtained through questionnaires and regular discussions. Staff feedback to parents about how they intend to address their comments through the displays. This shows that the manager and staff are working to continuously improve the care and learning for the children. The recommendations raised at the last inspection have been mostly addressed. However, the club is still looking at ways of working more closely with the reception teacher to enhance the partnership with the school and ensure that activities in the club strongly complement children's learning experiences in school. Self-evaluation clearly identifies strengths and aspects of practice that the club wishes to improve. The manager has a precise overview of the provision because she closely monitors the staff team and their work. She reviews the planning to ensure activities are relevant and appropriate to the needs of the children. She also ensures that the environment and resources support children's progress successfully.

Strong partnerships are established with parents and carers. Regular discussions take place between staff and parents to ensure children's individual care needs are met. Staff liaise closely with parents, and with the teachers in the school. For example, a message book is used to ensure information about the children is exchanged daily. The special educational needs co-ordinators in school and in the club work together to support those children with special educational needs and or disabilities. This ensures that all children's

needs are met effectively. Parents written comments show that they are very happy with the care their children receive. Parents also receive very good information about the club. For example, they receive regular newsletters and have access to noticeboards and the club's policies and procedures. Staff liaise effectively with other agencies involved in the care of children as the need arises.

### **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>     | EY396165                           |
| <b>Local authority</b>             | Kirklees                           |
| <b>Inspection number</b>           | 859764                             |
| <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>      | 16                                 |
| <b>Number of children on roll</b>  | 39                                 |
| <b>Name of provider</b>            | Emley Out of School Club Committee |
| <b>Date of previous inspection</b> | 14/07/2010                         |
| <b>Telephone number</b>            | 07522750448                        |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

