

# Heptonstall Out of School Club

Heptonstall J, I & N School, Smithwell Lane, HEBDEN BRIDGE, West Yorkshire, HX7 7NX

## Inspection date

02/07/2014

Previous inspection date

30/03/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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 demonstrate a good knowledge and understanding of safeguarding procedures. This ensures that children's welfare is effectively protected.
- Partnership working between the school, parents and the club is fully embedded into practice and the routine sharing of information complements and supports children's learning and development.
- Children enjoy playing outside in all weathers, they get plenty of fresh air after their day at school. They have good opportunities to learn about a healthy lifestyle and the importance of daily exercise.
- Children thoroughly enjoy attending the club because staff plan exciting activities that engage them. In addition, staff allow children to create their own games, which motivates them to learn.

### It is not yet outstanding because

- Although the outdoor area is stimulating and well resourced, less emphasis is placed on extending children's opportunities to use their emergent writing skills in a variety of play situations.

## 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 and children at play throughout the inspection.
  - The inspector spoke with children, parents and staff throughout the inspection.
  - The inspector held a meeting with a committee member and the leader of the out of school club.
- The inspector looked at a range of the club's documentation, including staff
- Disclosure and Barring Service checks, qualifications, policies and procedures and risk assessments.

## Inspector

Judith Bodill-Chandler

## Full report

### Information about the setting

Heptonstall Out of School Club was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from the main hall at Heptonstall Junior, Infant and Nursery School, Heptonstall, Halifax. Children have access to an enclosed outside area. The club is managed by a voluntary management committee of parents. It serves the immediate locality and surrounding areas. There are four staff working directly with the children; of these three hold appropriate qualifications, one at level 2, one at level 3 and one who holds Qualified Teacher Status. The setting opens Monday to Friday and sessions are from 7.30am until 8.55am and 3.30pm until 6pm during term time. Children attend for a variety of sessions. There are currently 74 children on roll, 12 of whom are in the early years age group. The club receives support from the local authority.

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

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

- provide even more opportunities, particularly outdoors, for children develop their emergent writing skills; for example, with clipboards and pencils.

## Inspection judgements

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

Children thoroughly enjoy attending the club where they happily engage with their peers in a safe and welcoming environment. Planning incorporates children's own ideas and staff plan activities which complement those taking place in school. Staff know children well and confidently talk about what they like to do and the progress they have made. For example, key persons talk about how children confidence grows when they start at the club. Staff regularly complete written observations and use photographic evidence to illustrate the record of children's achievements. Clear next steps in learning are identified and used to extend children's learning further. Observations made of children are effectively shared with class teachers and inserted into school profiles. This cohesive approach ensures children's individual needs are very effectively met and children are making good progress, as a result.

Children are happy and confident as they eagerly move around the club, making independent choices about what resources they would like to play with. The club has direct access to a large, well-resourced outside play area where children have opportunities to develop a wide range of skills. They develop their large scale and coordination skills as they play football, walk on stilts and use tricycles and scooters. Staff plan activities outside which are fun and exciting. For example, children gleefully slide down the grass embankment using cushions. Less energetic craft activities are accessible

in the main room. There is a range of activities from which to choose that are challenging for the children attending. Activities are well planned and capture children's interests. For example, children concentrate well and develop their small physical skills as they carefully make their own loom bands. Children are provided with some opportunities to make marks indoors with pencils. However, there is scope to develop children's early literacy skills further by providing opportunities for them to try out their emerging writing skills. Children are given opportunities to develop their imaginative play skills as they dress-up and engage in role play. As a result, children begin to share their thoughts, ideas and feelings through role-play. Relationships with staff are good and children confidently approach them to discuss their day, what they would like to play with and their personal requirements. Staff support children well in their play joining in enthusiastically with energetic games, but also by interacting sensitively with quieter activities. They support and extend children's communication and language skills effectively by listening carefully to what children say and by asking appropriate open-ended questions. As a result, children's communication skills are supported well. As a result, children's enthusiasm and motivation to learn is ignited.

Partnerships with parents are good. Staff value parents knowledge about their children and the information they provide. They gather useful information from parents at the point of registration. This supports their children's key person to meet their individual needs. Parents feel welcome in the club and find staff approachable. They share what they know about their children's interests and achievements at home with staff and feel well informed about what is happening on a daily basis.

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

Children are happy and settled in the out of school club. Younger children are collected from the on-site school by out of school staff and confidently enter the club and greet each other and the rest of the staff warmly. This smooth transition from school to the club helps promote the children's well-being as they quickly immerse themselves in activities or discussions with their peers. There is an effective key-person system for children in the early years age group. This means that children feel secure in their care and are developing strong and positive relationships with the staff in the club. Staff have positive relationships with parents which promotes continuity in children's care. Parents' views about their child's care, including medical needs, are determined before children start. This enables staff to provide safe and consistent care. In addition, staff successfully work in partnership with the school, which helps children make good progress in their learning and development.

Children behave well. Staff are good role models by being polite, caring and listening carefully to children. They praise their good manners as they say, please and thank you during play and at mealtimes. Children are supported to develop their turn-taking skills as they wait patiently to use the tricycles and scooters. As a result, children are aware of the boundaries set and the behavioural expectations of the club. Children are learning how to manage their own risks because staff talk to them about the consequences of carrying out certain activities. At the simplest level, staff explain why children's behaviour is not acceptable. Outside, children race down steep slopes on tricycles. As a result, children

learn to take risks and develop their understanding of keeping themselves safe. The environment is well-resourced which supports children's all round development. Children access a range of resources which are arranged so that they can access them independently.

Children demonstrate an understanding of healthy practices through routines, such as hand washing and are confident in managing their own needs and accessing the facilities independently. As a result, children learn to manage their own personal care. Children develop an understanding of a healthy lifestyles and the importance of exercise on their bodies. They are provided with nutritious meals and snacks and have daily opportunities to fresh air and exercise. Children's independence is fostered and they are encouraged to select and serve their own food at teatime and pour their own drinks as they require them. In this way, children's confidence in their own ability is enhanced and they are emotionally well-prepared for the next stage in their learning.

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

Safeguarding is good because the leader has a clear understanding of safeguarding procedures. There is a well-written safeguarding policy and procedures, which includes the safe use of mobile phones and cameras, and the procedure to follow if an allegation is made against a member of staff. All staff have accessed safeguarding training and confidently talks about early signs of possible emotional and physical abuse. There are clear procedures and documentation to record any concerns. This means that children's welfare is promoted well. There are good risk assessment procedures for both the in and outdoor play areas. Daily checks identify any potential hazards as they are found and staff effectively take action to remove them. Emergency evacuation procedures are regularly practised and recorded. First-aid requirements are met, and staff have up-to-date paediatric first-aid training. Documentation is kept, such as the accident records and the administration of medicine records. As a result, children's welfare and safety are promoted well.

Leadership and management are good. This is because the leader has an overview of the activities provided for children. Planning is monitored to ensure that activities meet the needs and interests of the children attending. This is complemented further with staff considering what themes and/or topics there are currently being delivered in the school. The leader ensures children in the early years age group are making good progress through regular discussions with the key person. The management team and leader keep themselves up to date with current legislation and guidance by attending training and reading relevant professional literature. Performance management is used well to promote the development of the staff team. These processes support them to reflect on and improve their performance at every opportunity. The management team recruits and trains appropriately qualified staff and encourages staff to engage in continuous professional development. As a result, the club provides a constantly improving learning environment.

Partnerships with parents work well in practice, they are kept well informed about the

service in a number of effective ways, including a noticeboard and newsletters. Daily discussion also provides good two-way communication. Parents are united in their praise for the club. They state that staff know their children very well and provide a good range of activities that meet and develop their interests. They also comment that their children look forward to attending each day and can be reluctant to go home at the end of the day due to the fun they are having. Staff work effectively in partnership with the host school and have ongoing discussion with the Foundation Unit teachers about children's achievements. Consequently, a shared approach to children's learning is promoted. Actions raised at the last inspection have been fully addressed. The management team consults with staff, children and parents on ways to develop the provision further. For example, children suggest that they would like pizza for tea so this is now part of the weekly menu. Policies and procedures for the club are clear, well written and up to date. Staff use them effectively to provide a well-managed out of school club which meets the needs of the families who use it. It provides good quality care in safe premises, where children feel welcome and valued.

### **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>	303746
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	876714
<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>	24
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Heptonstall Out of School Club Committee
<b>Date of previous inspection</b>	30/03/2009
<b>Telephone number</b>	01422842533

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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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