

REACH Out of School Club

Rowley Junior Infant & Nursery School, Rowley Lane, Lepton, Huddersfield, HD8 0JD

Inspection date

29/07/2014

Previous inspection date

28/03/2012

The quality and standards of the early years provision

This inspection:

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

- Children develop high levels of confidence and independence because staff support them to make choices and experiment in their chosen play.
- Children learn to show care and respect for each other because older children are encouraged to support younger ones and include them in their play.
- Staff are very effectively deployed across the indoor and outdoor areas and are watchful of all children while they are engaged in their play. This means that children are kept safe at all times.
- There are strong relationships in place with staff from the host school and with other out of school settings. This means that staff are able to complement children's learning in school and are constantly putting in place new and exciting ideas within the club.

It is not yet outstanding because

- Parents are not always supported to view their children's personal profiles and add their own comments on a regular basis throughout the school year. This means that some opportunities are lost to take account of children's achievements and interests when planning activities in the club.

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 children's activities in the indoor and outdoor provision.
- The inspector held discussions with the deputy, staff members and the children throughout the session.
- The inspector undertook a joint observation together with the deputy of the club.
The inspector checked evidence of the suitability and qualifications of staff working with children. She also read the provider's self-evaluation document, a sample of policies and procedures and associated documents that support the safe management of the club.
- The inspector looked at a selection of planning documents and children's personal care and education profiles.
- The inspector took account of the views of parents contained within questionnaires undertaken by the provider.

Inspector

Anne Mackay

Full report

Information about the setting

Reach Out of School Club opened in 2002 and was re-registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates within Rowley Junior, Infant & Nursery School, in Lepton, Huddersfield. The club uses a number of rooms situated at the rear of the school, the main hall and the school's outside play areas. The club employs nine members of childcare staff, including the provider, who work directly with children. Of these, all hold appropriate early years qualifications at level 3 or above. There are currently 80 children on roll, 15 of whom are in the early years age group. Children attend for a variety of sessions. Opening times are each weekday from 7.30am to 9am and from 3.30pm to 6pm during term time. In the school holidays the opening hours are from 8am to 5.30pm.

What the setting needs to do to improve further

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

- enhance the partnership with parents by enabling them to view their child's personal profiles regularly and encouraging parents to add their own comments and achievements from home.

Inspection judgements

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

Children attending the club clearly enjoy spending time with their peers and older children. They are keen to learn within their play and are very well supported by the enthusiastic interactions of staff caring for them. The displays of children's artwork on the walls aid them to have a sense of pride in their club. They show high levels of self-confidence and independence. Staff ensure that children are able to make their own choices about how and where they spend their time, and who they play with. As a result, they initiate their own learning and enjoy socialising with friends. There is a comprehensive range of accessible resources available and staff plan with children to organise extra activities of their choosing. For example, they have fun exploring media, such as paint, experimenting with mixing the powders to create different shades of colour. Children learn new words, such as 'squishy', as they experiment with how the paint feels with different amounts of water added. They work out what difference extra water makes to how the paint reacts on large sheets of paper. When children suggest measuring how far the paint has spread, staff follow their lead and quickly provide rulers and pencils. Staff teach children how to work out the distances for themselves, providing gentle prompts when adding up. Children remain focused for extended periods of time because staff are skilful in providing engaging activities that capture their interest.

Staff begin conversations with children and readily join in with their games when

requested. For example, they take part in a game of den building in the outdoor area, discussing with children what pieces of equipment they wish to use. Milk crates, tarpaulins, rope and clothes pegs are provided, and staff debate with children as to the best way to make the den secure, supporting children's knowledge of shape and size and how to best balance objects. Staff place a high importance on learning through play, having fun and developing positive relationships. They find out about each child prior to their starting at the club, gathering information from parents about their needs and interests. Staff demonstrate a detailed knowledge of the learning and development requirements. They use effective teaching methods to undertake clear observations of children at play and track the progress children make. They gather this information in individual personal profiles together with photographs and examples of children's writing and artwork. Staff use these to plan activities that match children's individual learning and development needs. Consequently, children build good foundations, developing skills for future learning. Parents are invited to view these profiles and take them home at the end of the school year. However, there are fewer regular opportunities for parents to view their children's personal profiles and add their own comments. This means that some opportunities are lost to take account of children's achievements and interests when planning activities in the club.

Children's communication skills are fostered very effectively through play. They are confident communicators, sharing their views and opinions as they talk about what they have been doing on holiday. Staff constantly engage children in enjoyable conversations. They show a sincere interest in what children have to say, asking pertinent questions to encourage their language and thinking skills as they talk. Children respond well to this support, eagerly telling staff about their plans. Exciting outings, such as trips to a science museum, are organised during the school holidays. These provide experiences for children to learn about the world around them. Planned topics, such as the football World Cup, provide further opportunities for children to find out about people from different countries. This supports children to learn about similarities and differences between themselves and others, and among different families and communities. Children enjoy taking part in physical activities, developing control and coordination as they run as fast as they can during a game of tag in the large outside multi-sports area.

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

Children develop a sense of belonging and emotional security in the bright, warm and friendly environment, and they form strong relationships with the consistent staff team. Staff quickly get to know children as parents are asked to provide background information about their children's likes and interests. Parents are provided with a detailed information pack before their children join the club and they are encouraged to bring their children for introductory visits. Each child in the club has their own key person, which further aids them to settle in. Children are busily engaged in their play together with their friends, taking turns and sharing resources. Older children are sensitive towards younger ones, helping them in their games, such as by counting as they move the dice around the board. Staff notice rapidly when children are on their own and calmly ensure that all children feel included. Children respond to these approaches with smiles and happily join in. As a result, they feel valued by staff, who engage positively with them and provide lots of

praise and encouragement. This helps to promote children's self-esteem and confidence.

Staff take a consistent approach to behaviour management, sensitively reminding children about the rules and boundaries. A chart on the wall, detailing individual children's good behaviour achievements, further supports them in recognising that their good behaviour is noticed and appreciated. They learn about what is acceptable behaviour, supporting their understanding of how to appropriately manage their own behaviour. Children have good levels of independence. They manage their self-care well when using the bathroom, with staff affording them privacy and respect. They pour out fresh water from a jug when thirsty and help readily with tidying the toys away. Children's views are respected. For example, staff have supported the introduction of the 'Roc crew' where children meet to provide their views on the running of the club.

The staff team work very successfully together to ensure that all areas inside and outdoors are always well supervised. For example, children choose where they wish to play, and if more children decide to go outside, staff use intercoms to request that additional staff come and support them to keep children safe. Children are encouraged to understand about risk through their use of resources, for example, when they use roller skates they are encouraged to wear helmets and hold on when coming down the outside steps. Children take part in evacuation drills, which helps them develop an understanding of what to do in the event of an emergency. Staff ensure that children are supported to develop a good understanding about the importance of a healthy lifestyle. Staff encourage them to eat their sandwiches and fruit from their lunchbox before eating any treats that they have. Children have lots of fun taking part in vigorous play opportunities in the fresh air each day. Children increase their understanding about the importance of hygiene through some of the club's established routines. For example, know why they need to wash their hands before eating food.

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

Staff have a detailed understanding of their responsibilities in keeping children safe; this promotes children's well-being effectively. They demonstrate a good knowledge of the safeguarding procedures and they clearly display a thorough understanding of the procedures for reporting any concerns. There is a comprehensive safeguarding policy, which includes the usage of mobile phones and cameras within the club. Staff attend safeguarding training to ensure their knowledge is kept updated. This helps to protect children from harm. There are clear recruitment procedures in place, with all relevant suitability checks undertaken. This ensures that all staff are suitable to work with children. New staff read all the policies of the club and learn about the health and safety procedures. They are shown what to do in the event of an emergency and how to evacuate the building safely with children. As a result, they are confident in their roles. Staff are vigilant in ensuring children can play safely. They complete daily risk assessments of all areas. As a result, the risks from hazards are minimised effectively. Staffing ratios are high and staff are deployed efficiently so that the indoor and outdoor areas are well supervised. For example, staff remind children to leave the classroom doors open so that they remain in sight at all times, while other staff accompany children across

the playground up to the multi-purpose sports area.

Staff at the club are well qualified and many have been working there for a number of years. This helps children feel secure as they are able to build strong relationships with them. Regular staff meetings take place where the planning of activities and the progress of children are discussed. This enables staff to build on children's interests so that they continue to learn and develop to a good level. Regular individual progress meetings are held between staff and the provider. This ensures that staff are clear in their roles and responsibilities. Staff are offered additional training in matters such as behaviour management or creative play, so that they can further support children's development while at the club. There are very thorough systems to evaluate what the club offers. The provider ensures that she seeks feedback from parents and children, and includes their views within her self-evaluation. The provider has ensured that she has addressed the recommendation raised at her last inspection, and children are now very actively involved in planning activities at the club. For instance, they make daily suggestions on a whiteboard in the hallway.

Staff promote positive partnerships with parents, who receive verbal feedback as to their child's day. Partnerships with the school are comprehensive and ensure children are fully supported in their learning and development. Staff at the club discuss children's individual needs with the teachers at the school to ensure that children's learning is complemented in both settings. Relationships with other settings providing out of school care are also strong, as the provider coordinates their network. This ensures that good practice is shared and children at the club benefit from these new ideas.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY362431
Local authority	Kirklees
Inspection number	863743
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	80
Name of provider	Mary Jeanette Moss
Date of previous inspection	28/03/2012
Telephone number	07977296090

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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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