

Lindley Out of School Club

Lindley Methodist Church, East Street, HUDDERSFIELD, HD3 3ND

Inspection date	14/08/2014
Previous inspection date	21/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 know each child and support them well through their conversations, play and care. Consequently, children feel happy and safe at the club and enjoy their time there.
- Children enjoy interesting activities and resources which complement their school day because staff understand how children learn through play.
- Children are kept safe from harm because staff understand how to manage risks and protect children's health and safety.
- Good partnerships with parents and school provide continuity in children's care, which supports children's learning and well-being.

It is not yet outstanding because

- There are fewer resources to support children in mathematics and literacy in the indoor play environment. Consequently, children have less opportunity to develop their skills in these areas.

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 spoke to the manager and the team leader as well as children and other members of staff.
- The inspector reviewed documents including evidence of staffs' suitability to work with children and the setting's safeguarding policy.
- The inspector observed activities both indoors and outdoors.
- The inspector viewed the premises, toys and equipment.
- The inspector conducted a joint observation with the manager.

Inspector

Eleanor Proctor

Full report

Information about the setting

Lindley Out of School Club opened in 1994. It is run by a management committee which includes parents. The club is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. Term time, it operates from three rooms in a church hall at Lindley, Huddersfield. During school holidays it operates from the main hall at St Phillips community centre, Birchencliffe, Huddersfield. The setting is open each weekday during term time from 7.30am to 9am and 3.15pm to 6pm. It is also open during school holidays from 7.30am to 6pm. There are currently 146 children on roll who attend for a variety of sessions. There are 14 members of staff who work with the children.

What the setting needs to do to improve further

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

- enhance the indoor play environment with regard to developing resources to support mathematics and literacy.

Inspection judgements

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

Children's development is supported well because staff understand how to complement the school day through play. Staff prioritise children's personal, social and emotional well-being appropriately, particularly when considering young children's development needs. Consequently, even children who are less confident and attend less often are making good progress. Good behaviour and independence skills are developed well through effective conversations and appropriate expectations. Children are supported to play well together and look after each other and, as a result, children enjoy each other's company and talk and sing together. Staff provide lots of opportunities for children to be physically active, both inside and outdoors. For example, children enjoy scooting round the large outdoor play area and play active games like badminton inside. This helps children to develop key skills to support their learning, both in school and at home. Children also learn about changes over time as they grow seeds and describe how big they have grown. However, there are fewer opportunities for children to develop their mathematic and literacy skills. While the indoor environment is stimulating, it does not provide many resources to promote these two areas. Consequently, children do not develop these skills as rapidly.

Staff use conversations and play effectively to contribute to children's learning. For example, children develop their confidence and imagination as they play with staff pretending to be different sea creatures. Young children demonstrate their emerging phonics knowledge with staff as they sound out different words in an outdoor game. Routines support children in developing their independence skills and activities are planned to offer challenge, communication opportunities and creativity. Children display

characteristics of learning as they solve problems and persevere at their chosen activities. For young children, the key-person system allows staff to focus on individual children's needs and to monitor the progress they are making in more detail. This enables them to plan focused next steps in key areas. Staff share information about children's learning with parents and parents comment on how much they appreciate what the club does in complementing the children's school learning.

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

Children have good relationships with friendly, caring staff. Staff play games with children, help them to create junk models and sit and talk with them. They quickly notice and act when children are occasionally not involved in activities and need support or company. Consequently, children are all seen to enjoy their time at the club. Staff are good role models who encourage good manners and consideration. As a result, children's behaviour is very good as they play well together, take turns and serve healthy snacks to each other. Children enjoy a variety of physical activities and are given helpful reminders and explanations from staff, which helps children learn to keep themselves safe. A flexible snack system allows children to eat when they are hungry, which supports their physical and emotional well-being. Children learn to care for themselves and each other as staff encourage them to learn to do things independently.

There is a wide range of activities and resources available for children to choose from each day. Children enjoy ball games outside and confidently ask for additional resources, activities and support, demonstrating that they feel secure at the setting. Members of staff respond to children's interests and requests and, when necessary, they manage children's conflicting requests with fair negotiations and clear boundaries. Because the indoor play area is a large hall, it can be quite noisy and busy with activity as children enjoy themselves.

Links between the school, parents and the club are strong and effective. Children are supported well as they move between home, school and the club each day because information is shared effectively on their care and well-being. When children start at the setting, staff offer home visits and a good induction to make sure children settle well. Extra measures are in place to support the needs of younger children. For example, some staff spend time with reception class children in school to get to know them well and begin to build relationships.

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

Children are protected from harm because staff understand their responsibilities. Safe recruitment practices ensure staff are suitable to work with children. They are trained in child protection issues and demonstrate that they know what to do if they have any concerns, so children are protected from potential harm. The manager understands how to assess and manage risks well and the children enjoy playing in a clean, safe and secure environment. Medical needs are documented and understood by staff, in partnership with school and parents, so children's care needs are met well.

Staff understand their responsibilities to meet the learning and development requirements. They provide good care and a range of activities that complement the children's school day. They monitor the provision in their daily work with each other and during staff meetings and so ensure that children are making progress in key areas. Parents and children are involved in the setting's evaluation and practice is adapted as a result of reflection. Training has a positive impact on the provision. For example, children now have more opportunities to be independent and learn new skills because members of staff have improved their understanding of how young children learn. The manager has implemented the recommendations from the previous inspection. Staff are supported in daily practice and through regular meetings. The manager has robust systems in place to ensure adequate vetting is carried out before new staff members are employed to work within the club.

Overall this is an effective provision that provides a safe and fun environment for children and a valuable service to working parents. Parents comment via the club's termly questionnaires, reporting how welcoming the staff are and how they 'go above and beyond' in their care for the children. Partnerships with parents and school contribute very effectively to the continuity of children's care and learning and so provide good support to children's development and well-being.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	311361
Local authority	Kirklees
Inspection number	818901
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	146
Name of provider	Lindley Out of School Club
Date of previous inspection	21/04/2009
Telephone number	07702617584

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

