

Scissett Kids Club

Scissett C of E First School, Wakefield Road, Scissett, Huddersfield, HD8 9HR

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|--------------------------|------------|
| Inspection date | 03/10/2014 |
| Previous inspection date | 21/01/2009 |

| 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 provide a range of challenging activities, which supports children to make good progress in their learning and development.
- Children enjoy the good opportunities to experience daily outdoor activities, which develops their emerging understanding of the need for physical exercise and promotes healthy lifestyles.
- Children's learning and development is supported through strong links and partnership working with the host school.
- The manager and her staff team have a good understanding of the safeguarding and welfare requirements and take all necessary steps to keep children safe and well.

It is not yet outstanding because

- Parents have not been made fully aware of the key-person system and how this contributes to meeting children's individual needs.
- Staff do not maximise all opportunities to allow children to enhance their already good independence skills through routine activities, such as snack time.

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 during activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of staff member's suitability and qualifications, and a selection of various other documents.
- The inspector had discussions with the manager, practitioners, children and parents at various times during the inspection.

Inspector

Sadie Corbett

Full report

Information about the setting

Scissett Kids Club was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Scissett Church of England First School in the village of Scissett, near Huddersfield, and is run by a voluntary management committee. It operates from a large open space within the school building and makes use of the extensive school grounds for outdoor play. The club employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The club is open Monday to Friday, during term time, from 7.45am to 8.45am and from 3.15pm to 6pm. A holiday club is also available during main school holidays and operates from 7.45am to 6pm. Children attend for a variety of sessions. There are currently 57 children on roll of whom six children are in the early years age group.

What the setting needs to do to improve further

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

- strengthen the key-person system by ensuring all parents are aware of the member of staff that holds the key person role for their child, so individual needs are promptly shared and met

- develop further the good opportunities for children to gain independence by allowing them to self-select and prepare their chosen snack.

Inspection judgements

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

The manager and staff team display a good knowledge of the Early Years Foundation Stage and are aware of the recent changes to some of the requirements. They are able to apply them appropriately to benefit the children in the early years age group. Staff have built a strong and effective partnership with the school, which results in them being able to continue to support and promote the children's individual skills, learning and interests. Activities are planned to provide children with a range of learning opportunities and challenge, although children can also choose what they wish to play with to enable them to initiate their own learning. There is particular emphasis on children's personal, social and emotional needs, especially through the settling-in process. The key-person system allows staff to ensure they are supporting children through this process and meeting their individual needs. However, although the staff are engaged with parents and partnerships are generally effective in keeping them informed about their child's progress, not all parents are fully aware of who their child's key person is. Consequently, parents are not always sure about who to approach in the first instance, should they need to communicate

with staff about their child's needs. The staff are encouraging and support children to make new friendships and feel secure in their new environment, so they are confident, eager and ready to learn.

Communication and language skills are extended through engaging interaction between staff members and children. Staff chat to children about their day and about the activities they are currently undertaking. Staff motivate and encourage children to try things for themselves. For example, children are encouraged to find a circle shape to draw around when they ask staff to cut out this shape for them. This allows children to gain independence, problem solve and build self-confidence. Children enjoy the physical challenges that the outside woodland area offers. They are able to explore this natural environment, and enjoy running and hiding from their friends. Children learn to take sensible and manageable risks by climbing small trees, and negotiate their way out of the woodland by climbing over a stile on the fence or manoeuvring around logs and bushes. Children clearly enjoy their time in this environment, where they have plenty of room to run around and enjoy the fresh air. In spite of the wide age range, children are at ease and happy in each other's company. This is because the older children support and nurture the younger children well. This occurs as staff are effective role models and children know that everyone deserves respect. Staff plan popular activities, such as building a train track, designing a pattern using beads and being imaginative by pretending to be doctors, that encourage children to work together. Consequently, the range of activities and effective teaching by staff mean that children continue to develop the skills they need for the next stages in their learning.

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

All the children attending the club are from the school where the club operates, or from the nearby middle school. Consequently, they are familiar with the building and are quickly at ease in their surroundings. Children are greeted warmly and staff use their knowledge of each child to engage them in meaningful conversations. Children demonstrate very clearly that they feel relaxed, happy and safe when at the club. They find their friends quickly and go off and play together as soon as they arrive. Staff engage children and show an interest in them, which promotes good attachments and relationships. This enables children to feel emotionally secure. Children display a good knowledge of the club's routine and independently pour themselves a drink whenever they want one. Children are able to make choices about what they would like for snack from the food available, which is all balanced and nutritious to promote children's understanding of healthy eating. However, children are not given the opportunity to further enhance their independence or self-help skills by helping to prepare their own snack. Staff promote children's understanding of effective hygiene procedures through reminders of the importance of hand washing after going to the toilet and before eating. Healthy lifestyles are further promoted through staff's good use of children's initiated conversations. For example, children talk about the colour of their toothbrush, and staff recognise this as an opportunity to discuss the importance of dental hygiene and visiting the dentist.

Staff are good role models for the children. They promote good manners and expect politeness. Clear guidance about expected behaviour ensures that all children observe

boundaries and gain a good understanding of risk. For example, children learn how to keep themselves safe as they explore their outdoor environment. Staff support children to sort out any disagreements, enabling the children to learn important personal and social skills. Staff are deployed effectively throughout the club to ensure the safety of children and also observe where children are less involved in activities, encouraging them to participate. Staff promote positive relationships among all children, and it is noticeable how older children are willing to learn and play with much younger children. Children's safety and well-being are given high priority by the team. Staff carry out daily safety checks of both the indoor and outdoor environments to keep hazards to a minimum. All staff members have current paediatric first-aid certificates, which enable them to deal with minor injuries or emergencies appropriately. Consequently, children's safety and well-being are supported.

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

The manager is very experienced and established in her role. She has a sound understanding of her responsibility to meet the safeguarding and welfare requirements, and understands how the club can support and complement the learning and development requirements of the Early Years Foundation Stage. Children in the early years age group receive good support regarding their learning at school. Staff members discuss the children's progress and class themes with reception teachers every half term. This means club activities can be planned, helping to extend and complement children's skills in different areas. The manager and her team demonstrate a good understanding of how to respond to a safeguarding concern or allegation being made against a member of staff. Therefore, children are effectively protected while in their care. All staff attend relevant safeguarding training and the manager is the designated officer for safeguarding. The manager ensures all staff working directly with children hold appropriate qualifications, and there is evidence of effective vetting and recruitment procedures. This ensures all staff employed are suitable to work with children. Clear procedures are in place to minimise risks and hazards within the environment. For example, risk assessments are thorough, as are records relating to medication and accidents. As a result, children are kept safe and healthy.

Staff are supported to access training, such as safeguarding and paediatric first aid as part of continuous development. Monthly team meetings, supervisions and annual appraisals are in place to support and monitor staff performance. Staff are also encouraged to express their opinions and ideas through these processes. This results in positive contributions and ideas about how to develop the club further. Self-evaluation is also carried out and shared with the voluntary management committee, to identify priorities for future improvements. This ensures that future aims focus on improving outcomes for children.

Parents' involvement in their children's time at the club is fully encouraged. This shows the club has a positive commitment to working in partnerships with parents and others to meet the needs of the children. Parents' views are gained through regular questionnaires and through the use of a suggestion box. Parents are also kept up to date through

newsletters and daily verbal discussions. All parents spoken to at the inspection stated that they would recommend the club without hesitation, and speak highly of the support that their child has been given to settle them into school life.

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

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| Unique reference number | EY315158 |
| Local authority | Kirklees |
| Inspection number | 862188 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 32 |
| Number of children on roll | 6 |
| Name of provider | Scissett Kids Club Committee |
| Date of previous inspection | 21/01/2009 |
| Telephone number | 07791 064565 |

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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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