

Brocks Before/After School Club & Holiday Playscheme

Brockholes Village Hall, Brockholes Lane, Brockholes, Huddersfield, HD9 7EB

Inspection date	13/11/2014
Previous inspection date	29/11/2013

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 plan and provide a good range of activities that children enjoy. This means children are motivated and enthusiastic learners.
- Key persons build up strong bonds with children and they gather good information from parents during initial visits. This means they know children well and this helps to settle children quickly into the club.
- Staff deploy themselves effectively to supervise children's play and to ensure they are actively involved in activities. This keeps children safe and ensures they make good progress in their learning.
- Staff have a secure understanding of the procedures for dealing with child protection issues. They effectively risk assess to ensure they remove hazards to safeguard children.

It is not yet outstanding because

- Staff do not always make the best use of resources, such as child-accessible displays to celebrate children's learning and achievements, to enhance their strong sense of belonging.
- Staff induction processes are not yet sharply focused to help them to meet the high expectations of the club from the start, in order to promote the highest level of

achievement for all children.

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 main hall.
- The inspector spoke with the nominated person and other staff at appropriate times throughout the inspection.
- The inspector looked at a selection of children's records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and registered individuals associated with the organisation. She discussed the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Helen Blackburn

Full report

Information about the setting

Brocks Before/After School Club & Holiday Playscheme was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Brockholes Village Hall, Brockholes, Holmfirth, and is managed by a private provider. The club opens Monday to Friday, from 7am to 9am and from 3.15pm to 6pm, during term time. The club also opens Monday to Friday, from 7am to 6pm, during some of the school holidays. During term time, they serve the local school and serve the local and wider area during the school holidays. There are currently 45 children attending, of whom, six are in the early years age group. Children attend for a variety of sessions. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above.

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 for children to recognise and celebrate their achievements, for example, by providing display areas that are accessible so children can display their own work to promote further their strong sense of belonging
- focus more precisely on induction training to ensure all staff experience high-quality training from the start, to enrich their professional development so that they fully support the interests of children to the highest level.

Inspection judgements

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

Staff have a secure understanding of how young children learn and they plan and provide a good range of activities across all areas of learning. This means they build on the skills that children are acquiring in school, especially in regard to their academic learning. Effective teaching techniques, such as being actively involved in children's play and planning around their likes and interests, result in children being enthusiastic and motivated learners. Children enjoy looking at books and they are eager to join in painting, colouring and drawing activities. They love to play games, which involves them recognising numbers on the dice and counting how many places they need to move. These activities effectively build on the skills children are developing in school, in regard to promoting their literacy and mathematical development. Staff have good relationships with children and, through their positive interactions, they ensure children have the confidence to engage in conversations with others. For example, children are eager to tell the inspector about their favourite tea or resources that they enjoy playing with at the club.

Staff regularly discuss children's progress with teachers and parents to ensure they have a clear overview of children's learning needs. Staff also complete their own observations and record children's achievements in their individual learning record. These observation arrangements and information sharing, enables staff to effectively plan for children's next steps. This means children receive continuity in their learning, which supports them to make good progress. Overall, staff organise resources to enable children to have good opportunities to make their own choices in play. Children have access to resources and activities that cover all areas of learning. Children enjoy playing with the dolls, they use their imagination as they pretend to feed their babies and take them for walks around the club. They thoroughly enjoy art and craft activities, where they have good opportunities to express their own ideas and thoughts. This effectively promotes their development in expressive arts and design. However, although staff praise children's work, such as their art pictures and models, child-accessible space for them to display their own work is a little restrictive. This means staff are not fully maximising on all opportunities to build on children's already high self-esteem, confidence and sense of belonging to encourage them to share and celebrate their achievements with others.

Relationships between staff and parents are good. A detailed policy file, discussions, notice boards and newsletters ensure that parents receive good information about the service and activities children experience. Staff talk to parents on a regular basis about their children's learning and this means they work together to support children's development and progression.

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

Key person arrangements are effective. For example, when children first start, they work closely with their appointed key person to build up strong bonds and relationships. Key persons use settling-in visits to get to know children and use this time to gather good information from parents about children's needs, likes and interests. As a result of this, children soon become familiar with their new surroundings, which mean they settle quickly. In addition, staff ensure they provide activities that they know children enjoy, such as the dolls and prams. Staff have good relationships with the school, and they are very familiar with their routines and how they operate. This means staff can use this knowledge to discuss with children what to expect in their first year in school. This provides good emotional support for children as they embrace this next phase in their learning.

Staff deploy themselves effectively around the club and complete everyday tasks, such as preparing snacks and meals, without it impacting on children's learning or safety. For example, since the last inspection, additional employed staff take full responsibility for managing kitchen duties. This means all childcare staff are working directly with the children, engaging in their learning and supervising their activities to ensure children play safely. Staff organise resources and make good use of risk assessments to ensure the premises and equipment are safe and suitable for use. Through their risk assessments staff ensure children are in the care of a qualified first aider, whilst on the premises and

when on outings. Therefore, good measures are in place for keeping children safe. Children have a good understanding of how they can keep themselves safe. They clearly explain the safe procedures they adopt when walking from school, including talking about the dangers they may encounter near roads. In addition, through activities, such as baking and helping to prepare meals, they discuss hazards, such as using hot ovens and sharp knives.

Staff effectively support children to have positive relationships with others. For example, through praise and games, children behave well as they share, take turns and play cooperatively and in harmony with their friends. Staff successfully promote children's health and well-being. They provide a good range of healthy snacks and meals after the school day to support children's healthy growth and development. Children engage in food preparation activities and this means they are able to frequently discuss the benefits of making good food choices. Through everyday routines, such as hand washing and carrying their own meals to the table, children develop good self-care skills. Children know that germs make them ill and that by washing their hands, they are adopting effective personal hygiene practices. Children have access to a local park, where they can engage in outdoor activities. In addition, staff make effective use of the indoor space for children to play games and sports after their school day, such as playing football. These activities promote their physical development and help children to understand the importance of leading a healthy and active lifestyle.

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

Staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They fully understand their role in safeguarding children, such as dealing with child protection concerns. All staff complete safeguarding training, which means they have a secure awareness of the potential signs of abuse and neglect and the procedures for reporting concerns. Staff maintain all required documentation and implement effective policies and procedures to ensure they protect children from harm and keep them safe. Recruitment and vetting arrangements contribute to ensuring staff are suitable to work with children. All staff complete an induction programme, which means they understand their role and responsibilities in implementing the clubs' policies and procedures, such as dealing with accidents and being aware of fire evacuation procedures. Furthermore, following a recent Ofsted visit, management now ensure all staff sign a declaration about the importance of reporting changes, such as convictions, disqualifications or cautions. This enables management to monitor and assess staff's ongoing suitability. Therefore, arrangements safeguard and promote children's safety, welfare and well-being.

Most staff hold a recognised early years qualification at level 2 or 3, or are working towards a qualification, and this helps them in supporting children's learning through play. Staff have regular supervisions, where they have good opportunities to discuss their performance. However, although all staff have induction training, for some staff this is well documented and detailed and clearly outlines their future training needs from the start.

However, for other staff, especially those known to the provider before employment, their induction training is not as sharply focused in identifying their training needs when they first start. Therefore, induction training is not always used well to promote a targeted and astute programme of professional development to promote the highest level of achievement for all children. Management and staff understand the importance of monitoring and evaluation to improve the provision for children. They have made a number of significant changes since the last inspection. For example, improved planning arrangements and communication with school means that staff now have a good understanding of children's learning needs. In addition, management make good use of staff appraisals, discussions with children and parents to find out their views and ideas for improving the service. As a result, they continually extend resources to reflect children's learning needs, likes and interests.

Staff have good relationships with parents. Discussions with a selection of parents on the day of inspection, establish that they are happy with the care their children receive. They say their children are safe, staff are friendly and that children are always busy and engaged in a wide variety of activities. Staff work well with school, for example, they share planning on a termly basis to ensure they know what children are learning about in school. Staff understand the importance of working with external agencies if children need additional support or help in their learning.

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	EY342930
Local authority	Kirklees
Inspection number	996381
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	45
Name of provider	Julie Lindley
Date of previous inspection	29/11/2013
Telephone number	07561 820679

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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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