

# Luddendenfoot Out of School Club

Luddendenfoot Junior & Infant School, Burnley Road, Luddendenfoot, HALIFAX, West Yorkshire, HX2 6AU

<b>Inspection date</b>	17/11/2014
Previous inspection date	24/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Children settle very quickly in the setting because staff plan a range of activities and many resources are available to support children's interests.
- Staff create space for children to rest and relax following their school day. This means children's welfare needs are managed well.
- Parents are very complimentary about the staff and the setting. This is because staff liaise with parents daily regarding children's enjoyment of activities and their well-being.
- Staff have a clear understanding how to recognise indicators that a child may be at risk from harm. As a result, policies and procedures are comprehensive and staff know what to do if they have a concern about a child's safety.
- Children behave well and are learning good social skills. This is because staff give them tasks to promote sharing, develop friendships and problem solve with other children.

### It is not yet outstanding because

- Opportunities to further develop staff's already good interaction with children are occasionally missed.

## 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 in the base room, outside and accompanied staff to collect children from the school hall.
- The inspector held discussions with the manager, staff, parents and children.
- The inspector had a tour of the premises.
- A range of documents was inspected including evidence of staff suitability, training certificates, policies, procedures and risk assessments.
- The inspector discussed the setting's continuous improvement plan.
- The inspector took into account the views of children, staff and parents spoken to on the day.

## Inspector

Laura Hoyland

## Full report

### Information about the setting

Luddendenfoot Out of School Club was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Luddendenfoot Academy Trust in Luddendenfoot, Halifax and is owned and managed by a voluntary non-profit making committee. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The setting is open Monday to Friday from 7.30am to 9am and 3.30pm to 6pm, term time only and children attend from the host school. Children attend for a variety of sessions. There are currently 46 children attending the setting of whom six 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:

- enhance staff's already good interactions with children by regularly observing their practice and evaluating their impact on children's learning in order to provide first rate teaching.

## Inspection judgements

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

Staff plan a range of activities and provide many resources for children to enjoy and take part in. As a result, children eagerly arrive at the setting ready to play with their friends. Children settle quickly and choose activities to explore. Staff ensure they are well deployed to support children's play and talk about their school day. This means staff are knowledgeable about children's current learning in school and they work to complement it. For instance, children talk about the poppy display they have made at school and staff listen and engage in conversation about what children have learnt about the World Wars. Children also engage in a group discussion with staff each evening. They discuss topics of interest and this allows staff to ask children a range of questions to promote conversation and thinking skills. All children listen well to each other and take turns to speak, which promotes their social skills well.

Staff understand how children learn and develop. They plan activities to promote children's development and support the skills they need at school to be successful learners. For instance, all children show an interest in the air hockey table and wish to play on it first and staff support children to problem solve how this can be achieved fairly. Children decide to make a rota and carefully manage the time each child plays the game. This means children are learning how to manage issues that arise in a mature manner. Staff know children's personalities well and how best to support their play and learning.

Consequently, all children are involved in activities and feel very included in the setting.

Staff and children work together to create development files showing what they have been learning in the setting. These files have children's artwork and observations of them during play. Children take responsibility for their files and share them with parents regularly, which means parents are kept informed of the activities and learning children are taking part in. Furthermore, staff talk to parents each evening about what children have enjoyed during the session. Staff liaise with teaching staff at the school and know what children are learning in class. This information is used to consolidate children's learning in the setting. In addition, staff support children with their homework which further supports their learning in school.

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

Children behave well in the setting because they respect staff and listen to their instructions. Children know what is expected of them and have created their own rules for the setting, which staff remind them of when necessary. Older children take care of younger children and new children are assigned a buddy to take care of them until they are familiar with the setting and the routine. This supports children to develop confidence and self-esteem. Children are praised for their efforts and positive behaviour, which means they understand right from wrong. Children are developing an understanding of how to stay safe. They count how many children are present before they go outside to play and sign out of the building. They know not to answer the door when parents arrive and they wait patiently in the school hall for all children to arrive before they walk to the base room. This means children are starting to take responsibility for their own safety.

Children are extremely well settled in the setting. Children confidently talk to the staff and tell them about their day before they leave the school hall to attend the setting. Children and staff have created firm relationships with each other and children's high levels of confidence shows they feel safe and secure in the setting. Information about each child is obtained from parents when they register to attend. Staff ensure they adhere to children's individual needs, such as medical and dietary requirements. This means children's welfare needs are effectively met.

Children have access to the outdoor play area where they enjoy playing team games and running around. They discuss their favourite outdoor activities and how they enjoy playing outside after school each day. Children engage in exercise and staff also create comfortable areas for children to sit and talk to each other while they rest and relax after their school day. This means children's well-being is promoted by following healthy practices. Staff provide healthy and nutritious snacks. Children sit in groups for meals and engage in conversation with their friends, developing good social skills.

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

Staff clearly understand their roles and responsibilities to protect children from harm. They have attended safeguarding training and are aware of the indicators of abuse. Staff know

what to do if they are concerned about a child's welfare and who to contact for professional advice and support. Policies and procedures underpin staff's knowledge and understanding of safeguarding. All staff are vetted and suitable to work with children. New staff are recruited safely and are subject to interviews and suitable references. This means they are suitable to fulfil their roles. In addition, children are further safeguarded because the premises are safe and secure. Locked doors mean children are kept safe in the building and parents are greeted at the door by staff. This means all people entering the building are vetted by staff in order to keep children safe.

The manager works closely with staff and observes their positive interactions with children. However, opportunities are sometimes missed to feedback to staff about their practice, to improve their good teaching further. The manager holds regular supervision meetings with staff where they discuss planning and children's individual needs. This means activities are planned to incorporate children's interests and stage of development. Staff are aware of the strengths of the setting and the areas they are working on to improve. They gather parents' and children's views regularly on the setting and strive to improve the service further. They have addressed recommendations from the last inspection. For example, children are supported to build their understanding of diversity through activities, such as learning about foods from around the world. This means the capacity for continuous improvement is good.

Staff have created positive partnerships with the teachers at the host school. They liaise with them regularly and work together to ensure all children's needs are met. Good partnerships with children's teachers mean that information is passed on in a timely manner and children's learning is supported well. Although there are no children on roll with special educational needs and/or disabilities or children who speak English as an additional language, staff know where to access support and advice. Parents speak very highly of staff and the setting. They feel their children are very happy and that staff take care of their children well. Staff take time to talk to parents each evening and keep them informed of events and activities at school and in the setting. As a result, partnerships with parents are strong.

### **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

<b>Unique reference number</b>	504093
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	877202
<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>	46
<b>Name of provider</b>	Luddendenfoot Out of School Club Committee
<b>Date of previous inspection</b>	24/05/2012
<b>Telephone number</b>	07780998563

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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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