

EFG's Out Of School Club

Newsome Scout Hall, Newsome Road South, HUDDERSFIELD, West Yorkshire, HD4 6JJ

Inspection date	07/11/2014
Previous inspection date	13/01/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff plan a varied range of activities based on children's interests, likes and choices and they give consideration to the seven areas of learning to build on what children experience in school. Therefore, children engage in activities they enjoy, such as exploring simple science, putting on talent shows and taking part in active games and sports.
- Staff gather information from parents about children when they first start at the club. This means that key persons are aware of children's needs, get to know them well and are able to help them settle into the club.
- Staff understand the procedures for reporting child protection concerns and any allegations made against staff. This contributes to safeguarding children from harm.

It is not yet good because

- Despite staff reminding the older children about boundaries children do not always respond to this and as a result, younger children copy unacceptable behaviour leading to their enjoyment of the activities being disrupted.
- The approach to monitoring and evaluating the provision is not successful in supporting improvement for children over a sustained period.

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

EFG's Out of School Club was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Newsome Scout Hall, Huddersfield and is one of two provisions managed by a private provider. The club opens Monday to Friday from 7.45am to 9am, and from 3.30pm to 5.45pm, during term time. The club also opens Monday to Friday, from 7.45am to 5.45pm, during the school holidays. During term time, they serve three local schools, and serve the local and wider area during the school holidays. There are currently 30 children attending, of whom three are in the early years age group. Children attend a variety of sessions. The club employs five childcare staff and of these, four hold early years qualifications at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement effective arrangements for managing children's behaviour so that younger children learn how to behave and their enjoyment of activities is uninterrupted.

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

- improve arrangements for securing and sustaining improvement by ensuring strengths and weaknesses are effectively identified and that action plans are successful in addressing any areas for improvement.

Inspection judgements

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

Staff have a sound understanding of how young children learn and they promote their development through fun play experiences. They adopt appropriate teaching techniques to support children to build on the skills they are acquiring in school, especially around children's academic learning. Staff ensure children have access to a varied range of resources across all areas of learning. Children enjoy looking at books, drawing and completing colouring activities to promote their early writing and literacy skills. They play with a variety of games and puzzles where they can create shapes and patterns, use number and solve simple problems. This helps children to develop their mathematical skills. Staff ensure they have regularly conversations with the teachers who work with the children in school. They share and exchange their observations about children's progress and staff use an individual book to record children's achievements linked to the areas of learning. This enables staff to plan and provide activities to promote some continuity in

children's learning.

Staff involve themselves in children's play and they use these positive interactions to engage children in conversations. As a result, children are confident speakers who are eager to share their views and ask questions such as telling the inspector about the resources they like to play with. Staff plan a varied range of activities that consider the seven areas of learning and that reflect children's likes, interests and choices. This motivates and engages children to learn because they experience activities they enjoy. For example, by following children's lead, staff support children in organising a talent show. Children make a stage, they work together to decide who are to be the contestants and judges and they have fun celebrating the singing and musical talents of their friends. These activities contribute to children using their creativity and imagination, as well as encouraging children to have positive and cooperative relationships with their peers. However, this kind and caring behaviour towards their friends is not consistent. This is because older children sometimes behave in ways that are unacceptable, such as throwing cushions. Staff remind them of the rules and boundaries, however, they continue to repeat their actions and this starts to disrupt younger children's play. This is because younger children copy their older peers, they soon get over excited, run around the club and become over boisterous with their peers. Therefore, the staff's management of children's behaviour is not always effective in building on young children's skills and they do not always appreciate the impact their actions have on others. This is not consistent with their learning in school in regard to their personal, social and emotional development. This is also a breach of the Childcare Register.

Relationships between the staff and parents are positive. Staff share information about the service and activities children experience through a variety of methods. For example, they have regular discussion with parents, they use noticeboards and share any written policies and procedures so that parents know what to expect. Staff talk to parents about their children's learning and behaviour and agree how to move forward on any areas where they need support.

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

Staff appoint a key person for the children when they first start and they encourage them to have settling-in visits so that they become familiar with their new surroundings. Staff use various forms to gather information from parents about children's needs, likes and interests and this enables them to get to know the children. Through these visits and information sharing, staff build up positive relationships with children. This means children soon become confident and settled in their new surroundings. Staff have built up sound relationships with the local schools and they are familiar with how they operate and their routines. Therefore, they are able to use this knowledge to discuss with children what to expect as they embark on their first year in school. This means they support children's emotional well-being as they embrace this change.

Staff deploy themselves appropriately around the club so that they can supervise children in their play. This includes ensuring children are in the care of a qualified first aider as the vast majority of staff working with children hold a current paediatric first-aid certificate.

The organisation of resources and the use of risk assessments to check the premises and equipment means that staff ensure that the toys and premises are safe and suitable for use.

Staff appropriately support children to learn about ways in which they can keep themselves safe. For example, children know about road safety when walking back from school and they take part in fire evacuation practises so that they know what to do in an emergency. Children are confident and they have high self-esteem and a strong sense of belonging. This is because staff praise children achievements and they respect their views and ideas and include these in the planning of activities. Children are polite and most of them behave well, although some children sometimes test boundaries and this disrupts children's learning experiences.

Staff promote children's health and well-being well. They provide a varied range of healthy snacks after the school day to support children's healthy growth and development. Children help to prepare the snacks, such as chopping the cucumber and tomatoes, and this provides opportunities for them to discuss the benefits of making good food choices. Since the last inspection, reorganisation of meal times now ensures it is a calm and social experience for children. Staff sit with the children, they engage in conversations with them and this provides time for children to talk about their day. Children independently wash their hands at appropriate times, such as before eating, and they know about germs making them ill. This promotes children's understanding of why it is important to adopt good hygiene practices. Children have access to a field, where they can engage in outdoor activities. In addition, staff provide space in the large hall for children to play games and sports after their school day. Children really enjoy this time, playing football, basketball and other games. This provides sufficient opportunities for children to be active, which promotes their physical development and helps them to lead a healthy and active lifestyle.

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

Staff have a sound understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff complete safeguarding training and this contributes to them understanding their role in protecting children from harm. They have a suitable awareness of the potential signs of abuse and neglect. In addition, they know the procedures for reporting concerns, including allegations against others working with children. The lead designated person responsible for dealing with child protection issues is proactive in reporting concerns and working with other professionals to safeguard children. Staff maintain all required documentation, policies and procedures and this contributes to keeping children safe. However, although they have a clear behaviour management policy in place, the implementation of this policy is not always supporting the older children to behave in an acceptable manner. This means they are not meeting the requirements for the Childcare Register in regard to managing older children's behaviour so that it does not disrupt younger children's learning experiences.

Recruitment and vetting arrangements contribute to ensuring staff are suitable to work with children. All staff complete an induction programme, which includes ensuring they

understand safeguarding issues and the importance of reporting changes, such as, convictions, disqualifications or cautions. This enables management to monitor and assess staff's ongoing suitability. Most staff working with children hold a recognised early years qualification at level 3 and this helps them in supporting children's learning through play. Staff have regular supervisions, where they have sufficient opportunity to discuss their performance. Management and staff understand the importance of monitoring and evaluation to improve the provision for children. They have made some changes since the last inspection. For example, improved planning arrangements and communication with school contributes to staff promoting some continuity in children's learning. However, over recent months, due to changes in the staff team, the club have not achieved a consistent approach to monitoring and evaluation the quality of the provision or identifying training needs, such as first-aid training. This means action plans are not effective in promoting and sustaining an effective programme of improvement to promote good or better outcomes for children.

Staff have positive 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 love to attend the club, they are always busy and staff know their children well and meet their needs. 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

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register).
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

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	EY414217
Local authority	Kirklees
Inspection number	962899
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	30
Name of provider	Dianne Joan Bangali
Date of previous inspection	13/01/2014
Telephone number	01484429222 07715490001

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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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