

Fixby Out of School Club

Fixby Junior & Infant School, Lightridge Road, Huddersfield, West Yorkshire, HD2 2HB

Inspection date

03/12/2014

Previous inspection date

10/06/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 make good progress in their development because staff plan and provide a wide range of interesting activities that meet their individual needs and complements the learning that takes place at school.
- Children are well cared for and staff are caring and sensitive to their individual needs. Children form secure emotional attachments and feel very welcome within the setting because they are well supported by dedicated staff.
- Children behave very well because staff are positive role models. Children are very well supported by staff to make decisions about their club, which boosts their sense of belonging, self-esteem and confidence.
- Staff know the children well, they are vigilant in managing and monitoring children as they play. Staff have a strong understanding of safeguarding and how to ensure them are protected from harm.
- Children's needs are quickly identified and met very well through effective partnerships between the club, parents and the school.

It is not yet outstanding because

- Children's self-esteem and confidence are not maximised as staff do not provide many opportunities for them to discuss or display their awards and achievements.

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 that the children took part in.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector viewed a sample of the children's records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken with on the day of the inspection.

Inspector

Helene Terry

Full report

Information about the setting

Fixby Out of School Club was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed. The club operates from a portacabin in the grounds of Fixby Junior and Infant School in Huddersfield, West Yorkshire. The school grounds are used for outdoor play. The club employs three members of staff, all of whom hold appropriate early years qualifications at level 3 or above. The club is open Monday to Friday, term time only, from 3.15pm to 6pm. Children attend for a variety of sessions. There are currently 29 children attending, of whom three 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 children's self-esteem and confidence, for example, by providing a clearly designated area for them to display their awards and achievements.

Inspection judgements

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

Children have fun at the club. They are happy and settle quickly on arrival. Staff have a good knowledge and understanding of the needs of the children as they also work within the school where the club is based. Consequently, staff provide children with a range of activities and resources that extend and complement their learning within the school. As a result, children's all-round development is supported well, as topics and activities build on those within the school. Staff demonstrate they have the necessary skills and understanding of how to help children learn and develop. Planning of the activities is based around children's interests, staff's observations and assessments of the children's development and topics that are ongoing within the school. In addition, children make choices from the wide range of activities made available to them on shelving and containers in the playroom. Children's choice and decision making is central to the club, therefore, they are motivated and very interested learners. Children are involved in the evaluation of activities and this ensures that activities are appropriate for their needs. Partnerships with parents are good. Information is shared routinely about the children from both within the club and the school. Staff also gather good information from parents about children's interest and preferences when they first start. Consequently, continuity of care and learning is enhanced.

Staff enhance learning and challenge children through extending activities that they enjoy. For example, they engage children in group games, so that they develop cooperative skills. They also promote children's communication and language skills as they play games where they describe something, to which other children guess the answer. Staff provide

lots of opportunities for children to learn about and care for their environment. For example, children are involved in recycling and happily volunteer to help staff take products to the recycling bins. In addition, children learn about growth and decay as they plant and grow vegetables in containers.

Children take part in lots of creative activities where they explore their thoughts, ideas and feelings. For example, children play in the role-play areas, dressing-up or pretending to make meals, as they imitate first-hand experiences. In addition, they access the art and craft resources, make models or make pictures from beads. Staff provide lots of opportunities for children to use open-ended resources to make dens. They also explore opposites, such as light and dark using torches. Children learn how to operate simple programs on a computer and discover how things work and happen. Therefore, they use technology well.

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

Staff provide a warm, friendly and inviting environment for all the children attending the club. Consequently, children's self-confidence is fostered to a high level and they show their delight and anticipation on arrival. There is an effective settling-in process, which is tailored to meet the needs of each individual child. Children attend 'meet and greet sessions', which are used to introduce them to the setting and their key person. To further support young children, a buddy system is used where older children support the younger ones. Consequently, children settle well and thoroughly enjoyed their time in the club. Key persons are skilled at ensuring that children keep comfortable and safe, while enjoying the range of activities on offer.

Children are confident as they play and explore the activities. Staff have high aspirations of the children and are very good role models, showing kindness and respect. They reinforce good behaviour by offering praise, for example, when children share and take turns. Consequently, children are motivated to play cooperatively together and are very well behaved. Children are involved in creating 'rules of play'. In addition, staff give them a five minute warning, to help them draw a close to their activities, prior to changes in the routine. This promotes children's emotional security. Children's independence skills are promoted very well. Resources are all accessible in boxes and containers, which enables children to make choices. Children's photographs and some of their artwork are clearly displayed in the playroom to boost their sense of belonging. However, there is no clear designated area for children to display their awards or achievements to further boost their self-esteem. Staff provide lots of opportunities for children to be independent. For example, children help prepare their own meals and make choices about what they want to eat. Children readily volunteer to wipe down the tables prior to tea and they ask if they can set the tables. Older children show kindness to the younger children. For example, they get higher stools for the younger children, so that they can reach the table more easily at mealtimes. Children show pride as they undertake these tasks, which boosts their self-esteem and confidence.

Staff effectively promote healthy lifestyles. They provide healthy options at mealtimes for children to choose. Also, they talk to children about the benefits of eating healthily. Drinks

are accessible at all times to keep children hydrated. Children are prompted to wash their hands at appropriate times and hand gel is offered prior to eating tea. They also learn about food that is good for them as they grow vegetables in containers and then harvest and help prepare their produce for tea. Children have opportunities to play outdoors in the fresh air to exercise, particularly on lighter evenings. Staff are currently developing facilities and procedures to enable children to play outdoors in the winter months, when there is less daylight after school. Children learn how to manage risks safely as part of their play. For example, they learn about 'stranger danger' and how to cross roads safely. In addition, they sign themselves in and out of the club to help them to understand about personal safety.

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

The manager and staff have a clear understanding of their responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Regulatory documentation is maintained and organised very effectively. The strong procedures for the safe recruitment of staff ensure that adults have the relevant experience and skills for their role and are suitable to work with children. The safeguarding procedures fully reflect the requirements of the Local Safeguarding Children Board. Training opportunities and induction procedures means that staff are familiar with the procedures to follow, including those regarding the use of mobile telephones to ensure children are kept safe. Staff complete regular risk assessments to ensure that all aspects of the club that children come into contact with are safe and secure. Staff supervise children well and recognise when they need additional support or reassurance. This further protects children. The manager carries out regular supervision with staff to assess skills and to identify any areas for development. The team work very well together to support the needs of each child in their care.

The manager and staff continually evaluate the provision, taking the views of parents and children into account. For example, children are very much involved in selecting resources that are purchased and excitedly unpack them when they arrive. Staff also seek support from the local authority, who undertake audits. Any areas identified for improvement are quickly addressed. As a result, there are clearly focused improvement plans in place. The staff team is well qualified and demonstrate a good knowledge of the Early Years Foundation Stage. They are supported effectively by the manager, who regularly observes their practice and gives constructive feedback to help them to improve their skills. Staff have attended appropriate training courses, which have had a positive impact on their knowledge and skills. The manager monitors the activities well to ensure children's needs are met. Activities are planned to ensure children are suitably challenged and are based upon accurate observations and assessments. All of the recommendations raised as a previous inspection have been addressed. Therefore, children's well-being is significantly enhanced.

The partnerships with parents and the school are very strong. Parents receive good information about the club through leaflets, emails and notices. Parents speak very highly about the care and support their children receive. They comment that it is like 'home from

home' and that 'they are all one big happy family'. They feel that 'their children's needs are very well supported' and that 'staff share good information with them', to ensure continuity of care and for learning. Staff also work very closely with the school that the children attend. They share information about children, with parents' permission. This further supports continuity of care.

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	EY277740
Local authority	Kirklees
Inspection number	860974
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	29
Name of provider	Fixby Out of School Club Partnership
Date of previous inspection	10/06/2010
Telephone number	01484 304064

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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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