

Ackworth Howard Out of School Club

Ackworth Howard School, Station Road, Ackworth, Pontefract, West Yorkshire, WF7 7HH

Inspection date	09/12/2014
Previous inspection date	25/06/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 wide range of activities to effectively build on children's learning in school. As a result, children approach their play with enthusiasm and they enjoy their time at the club.
- Key persons work closely with parents and the school, so that they know children well, which means that they effectively meet their needs. As a result, children are happy and they settle quickly.
- Staff provide a safe and healthy environment for children. This is because they have a secure understanding of their responsibilities in dealing with child protection issues and they provide activities that help children to talk and learn about good hygiene.
- Leaders, managers and staff have clear improvement plans to support children's achievement over time.

It is not yet outstanding because

- Staff do not always consider children's interests when planning activities to ensure their engagement and support them to achieve to the highest level.
- The organisation and maintenance of resources does not yet fully encourage children's independent choice, sense of belonging or pride in their environment.

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 room and dining area.
- The inspector spoke with the nominated person, committee representatives, the manager 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.

Inspector

Helen Blackburn

Full report

Information about the setting

Ackworth Howard Out of School Club was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Pontefract, West Yorkshire and is managed by Ackworth Howard Out of School Club Committee. It operates from Little Howards room within Ackworth Howard Church of England Junior and Infant School and it serves children attending the school. The club employs three members of childcare staff. All hold appropriate early years or playwork qualifications at level 3 or above. The club opens Monday to Friday term time only, from 3.15pm to 5.45pm and children attend for a variety of sessions. There are currently 70 children on roll, three of whom are in the early years age group. The club is a member of the Out of School Club Alliance.

What the setting needs to do to improve further

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

- enrich children's already good learning experiences, by considering their interests when planning activities, so that they engage and achieve to the highest level
- effectively organise and maintain resources, equipment and displays, so that children are fully encouraged to make independent choices and develop a strong sense of belonging and pride in their environment.

Inspection judgements

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

Staff have a good understanding of how young children learn. When planning activities for children, they have regard to the seven areas of learning. This means that they effectively build on the skills children are developing in school. For example, children make signs and devise shopping lists when playing in the shop. These activities provide opportunities to refine their literacy skills. Staff plan a wide range of activities and ensure children have plenty of choice at each session. For example, children create, design and express their own ideas when playing with the beads. They use equipment, such as torches, when playing hide and seek in the dark, exploring the patterns and shadows they can make with the lights. Children learn about number through everyday activities, such as counting how many beads they have in the same colour. As a result of these fun activities, children approach their learning with enthusiasm. However, children's individual interests are not always central to the planning of activities. Therefore, staff are not maximising children's engagement or enjoyment, so that they always achieve to the highest level.

Staff know children well and have good relationships with them. They engage in quality

interactions, encouraging children to speak out and share their thoughts. This means that children have the confidence to engage in conversations with others. For example, children are eager to share with visitors what they like about the club and the activities they enjoy. Staff regularly observe and monitor children's progress. Following the last inspection, they now talk to the teachers in the school on a regular basis to ensure they have a good awareness of children's learning needs. A member of staff also volunteers in school and works with the younger children, which means that links with the school are now much stronger. This promotes a shared approach to promoting children's learning. Consequently, children receive continuity in their learning and this supports them in making good progress.

Staff have good relationships with parents. Key persons talk to them on a regular basis about the activities children enjoy and their achievements. When children first start at the club, staff complete an 'All About Me' form, so that they can get to know them. Parents have regular access to their child's observation and progress records. They add comments to these records, so that staff are fully aware of children's learning at home. Consequently, staff have a full picture of children's abilities, which promotes continuity when planning activities to meet their next steps in learning.

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

Staff have good relationships with children. Following the last inspection, all children now have a key person who works closely with them throughout their time at the club. In addition, key persons now volunteer and work with children in school. This helps children to build up strong bonds with familiar adults in school and the club. Children have a number of settling-in visits, to ensure they feel confident in their new surroundings. As a result, children soon settle and feel safe in the care of the club staff. Staff have good relationships with the school and they are familiar with their routines. This enables staff 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. They have established routines and are fully aware of their roles, such as who is responsible for preparing meals. Consequently, the session runs smoothly. Staff supervise children well and they provide a calm and relaxing environment for them to play. Overall, staff organise resources, so that children can make safe and independent choices in their play. The club have recently moved rooms and they now have their own space, which is separate from activities within the school. The staff and children are very excited about this new move. However, because the move is very recent, not all resources are organised to promote children's independence or choice. For example, books are located away from the soft seating area, therefore, not fully encouraging children to relax and read in comfort. Staff and children have worked hard to put up displays, so that they have a sense of belonging. However, this is not yet fully achieved and some areas of the room are a little worn and less welcoming. Consequently, there is room to improve the organisation and maintenance of the resources and environment to fully support children's sense of well-being and belonging.

The learning environment for children is safe. Staff maintain this through effective risk assessments and safety checks to ensure good precautions are in place to minimise injury and accidents. Children have a good understanding of how they can keep themselves safe. For example, they take part in regular fire evacuation practise and staff remind them how to use equipment safely. Children behave well and they have good relationships with others. For example, when playing pool, children devise their own rules to ensure they share and take turns, so that all children get a chance to play. As a result, children understand boundaries and they play cooperatively with their friends. Staff praise children's achievements and this promotes their high self-esteem and confidence. This also builds on the skills children are acquiring in school in regard to their personal, social and emotional development.

Staff successfully promote children's health and well-being. They provide a good range of healthy snacks and meals after the school day, to meet children's needs. Children help to clear the plates and wash up. This supports them in developing good, independent, self-care skills. Children have a secure understanding of the importance of adopting effective hygiene routines. For example, through a 'Glitter Germs' activity, they explore how quickly germs spread through touch and how they remain on unwashed equipment. Furthermore, they discuss the importance of using soap and water to thoroughly wash their hands to keep them healthy and well. Children have good opportunities to play outdoors, which means that they enjoy the health benefits of playing in the fresh air. For example, when playing hide and seek in the dark by torchlight, they run around and keep active. This promotes children's physical development and it encourages them to lead a healthy and active lifestyle.

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

Since the last inspection by Ofsted, where the club received a number of actions to improve, a subsequent monitoring visit and support from a local authority representative, staff have implemented effective changes. This has significantly improved the service and the quality of practice. For example, they have made changes to the leadership team and their involvement in the club. Public liability insurance is now maintained and staff attend regular training and supervision meetings. Consequently, the quality of teaching and practice is monitored more effectively, to ensure children receive good quality learning experiences. Furthermore, staff now have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a secure understanding of their role in safeguarding children, such as dealing with child protection concerns. All staff complete safeguarding training, which means that they have a good awareness of the potential signs of abuse and neglect and the procedures for reporting concerns. Staff implement a wide range of policies and procedures and they maintain all required documentation. This contributes to them keeping children safe and protecting them from harm. Recruitment and vetting arrangements ensure that staff are suitable to work with children. All staff complete a detailed induction programme, so that they are fully aware of their responsibilities. Staff sign a declaration about the importance of reporting changes, such as convictions, disqualifications or cautions. This ensures that leaders are able to monitor and assess

staff's ongoing suitability.

Following the last inspection, staff now have regular supervision sessions, where they have good opportunities to discuss their performance. This supports a well-established programme of professional development. All staff hold a recognised early years or playwork qualification at level 3 or above. They have recently completed some early years training through their local authority support visits. As a result, they understand their role in supporting children to learn through fun play experiences. Changes to the committee and leadership team and their improved involvement in the club means that everyone is working together and committed to improve the provision for children. As a result, they have clear action plans and ideas about what they want to develop. For instance, they are focused on developing their new space and extending resources, so that children have even more opportunities to engage in a wide variety of activities. Staff welcome comments from parents and children and as a result, they have purchased the pool table, which they thoroughly enjoy using.

Staff have good relationships with parents. Discussions with a selection of parents and children on the day of inspection, established that they are happy with the service. Parents say their children are growing in confidence, staff are friendly and that they keep them well informed about their child's learning. Children say they like the club, they love their new room and that they have lots of fun. A detailed policy file, discussions and notice boards, ensure that parents receive good information about the service and activities children experience. 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
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY297558
Local authority	Wakefield
Inspection number	981732
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	70
Name of provider	Ackworth Howard Out of School Club Committee
Date of previous inspection	25/06/2014
Telephone number	01977 722275

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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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