

Moose Club

Whitechapel C of E Primary School, Whitechapel Road, CLECKHEATON, BD19 6HR

Inspection date	07/01/2015
Previous inspection date	06/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Practitioners provide a good balance of adult-led and child-initiated activities in a stimulating environment, including exceptional outdoor provision for physical development.
- Partnership working with the host school effectively supports children's learning and development.
- Practitioners act as positive role models and form warm, caring relationships with the children. Therefore, children settle quickly and behaviour is very good.
- The manager and her team understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are safeguarded and their welfare is protected.

It is not yet outstanding because

- Practitioners occasionally intervene and carry out manageable tasks for children, without promoting their sense of responsibility and independence skills. For example, by not encouraging children to always pick up their coats or by drawing around simple templates for them.

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 during activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
The inspector checked evidence of practitioners' suitability and qualifications, and a selection of various other documents, including the setting's policies and procedures and self-evaluation document.
- The inspector had discussions with the manager, practitioners, children and parents at various times during the inspection.

Inspector

Sadie Corbett

Full report

Information about the setting

Moose Club was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the community room and interlinking secure foyer area within Whitechapel Church of England Primary School, Cleckheaton. Children have access to an enclosed area for outdoor play. The club serves the local area and is accessible to all children. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club opens Monday to Friday, all year round. Sessions are from 7.30am until 8.55am and 3.15pm until 6pm during term time and 7.30am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 81 children on roll; six of whom 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 the already good teaching by ensuring all practitioners consistently promote opportunities to enrich children's sense of responsibility and independence, through everyday manageable activities.

Inspection judgements

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

The manager and the team demonstrate a good understanding of the Early Years Foundation Stage and their responsibilities to support the learning and development of all children. Daily communications with teachers ensure that information is shared so that a joint approach to the children's individual needs is shared. Consequently, children are supported well in their learning and development through strong partnership working with the host school. A good range of resources means that practitioners are able to provide a varied range of activities which the children are actively involved in planning, ensuring that their interests are fully taken into account. As a result, children are enthused and motivated to participate. Practitioners provide a good balance of adult-led and child-initiated activities in a stimulating environment, including exceptional outdoor provision for physical development. Children enjoy the physical challenges that the outside area offers. They are able to explore this wonderful natural environment, and enjoy playing football with their friends. Children have opportunities to develop their large muscles and learn turn taking and cooperation through interesting games that practitioners devise. For example, children take turns to twist, jump and run to catch and pop the bubbles as they fly away in the wind.

Communication and language skills are extended through engaging interaction between practitioners and children. Practitioners welcome children on arrival and then chat to them

about their day. Children are given opportunities to make choices whilst selecting different media and materials to create an 'alien' during an art and craft activity and practitioners ask children open-ended questions to further develop their learning and thinking. For example, practitioners ask, 'what are you going to draw next?' and 'what colour eyes is it going to have?'. Children carry out these tasks independently, with practitioners being available to support where required. However, on occasions, some practitioners intervene too quickly without encouraging children to carry out manageable learning tasks themselves. For example, a practitioner drew around a template for a child without first giving them the opportunity to attempt the task. Children all actively engage in the activities on offer, such as imaginative play with toy people, drawing pictures or quietly looking at books. Opportunities are available to enjoy the sensory experiences and textures of malleable dough and children enjoy creating butterflies, snails and sausages. Consequently, the range of activities and effective teaching by practitioners means that children continue to develop the skills they need for the next stage in their learning.

Practitioners engage well with parents, and relationships are friendly. They share information with parents about how their children have been and the activities that they take part in. Ongoing communication about children's interests contributes to meeting their needs and helping them to feel settled. Parents think the club offers many activities for the children and they say children particularly enjoy playing outdoors and taking part in art and craft activities.

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

The key-person system is effective, and parents and children are aware of their named key person. The system is embedded fully in all areas, which helps to support children's emotional well-being and provides effective support to parents. Practitioners ensure children are happy and enjoy their time in the club by finding out about children's needs, likes and dislikes and talking to parents on an ongoing basis. Practitioners work closely with the children and their parents to build effective relationships. As a result, the move between home, school and the setting is supported well and children form good attachments with their key person and other members of the team. Consequently, children's emotional well-being is secure and they very quickly adapt to the environment and daily routines. As a result, they are happy to attend, form new friendships and confidently join the club from school.

Children's behaviour is very good and they play very well together. They are involved in developing the club rules, so that they understand what is expected of them and practitioners are positive role models to promote this. However, on occasions, practitioners miss further opportunities to promote children's sense of responsibility and ability to do things for themselves. For example, picking up any coats or jumpers that they see have dropped onto the floor. Older children are supportive of the younger children and happily accept them to join in with their games. Children are happy in this calm, yet stimulating environment. They come into the club eagerly and are keen to participate in the activities on offer. Children explain that they 'love coming to Moose Club', because they can 'play with their friends and with lots of toys' and 'play outside at football'.

Practitioners ensure children have many opportunities to develop their physical skills; they provide daily access to outdoor play in the school grounds. This means that they have regular exercise and fresh air, which effectively promotes their health and well-being. Healthy lifestyles are further promoted by the children being offered healthy snacks and having regular access to drinking water. Personal hygiene routines are in place and the children know to wash hands before snack and after toileting. Children's safety and well-being are given priority by the team. Practitioners carry out daily visual safety checks of both the indoor and outdoor environments to keep hazards to a minimum.

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

The manager is experienced and established in her role and has led the setting in making improvements since their last inspection. They have met the action to have all documentation available for inspection and have also strengthened their procedures for hygiene practices and parental communications. The manager and her team understand their responsibilities in meeting the safeguarding and welfare requirements and how the club can support and complement the learning and development requirements of the Early Years Foundation Stage. Children in the early years age group receive good support regarding their learning at school. Practitioners discuss the children's progress with reception teachers regularly. This means club activities can be planned, helping to extend and complement children's skills in different areas. The manager and her team demonstrate a good understanding of how to respond to a safeguarding concern or allegation being made against a member of staff. Therefore, children are effectively protected while in their care. All staff attend relevant safeguarding training and the manager is the designated officer for safeguarding. The manager ensures all staff working directly with children hold appropriate qualifications, and there is evidence of effective vetting and recruitment procedures. This ensures all staff employed are suitable to work with children. As a result, children are safeguarded and their welfare is protected.

Practitioners are supported to access training, such as safeguarding and paediatric first aid as part of continuous development. Regular team meetings and half termly supervisions are in place to support and monitor practitioners' performance. Practitioners are encouraged to express their opinions and ideas through these processes. This results in positive contributions and ideas about how to develop the club further. Self-evaluation is robust and the views of parents and children are included through regular consultation. This ensures that future aims focus on improving outcomes for children.

Partnerships are successful in ensuring all children are supported effectively. The club works well with the host school, parents and other external agencies when and if required. All parents spoken to on the day of the inspection were complimentary and stated they were happy with the provision.

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	EY450371
Local authority	Kirklees
Inspection number	962541
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	81
Name of provider	The Moose Club Committee
Date of previous inspection	06/02/2014
Telephone number	01274 335248

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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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