

Thurgoland Out Of School Club



Thurgoland Youth Centre, Roper Lane, Thurgoland, Sheffield, S35 7AL

Inspection date

24 March 2015

Previous inspection date

7 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children have access to a range of interesting resources that support their imaginations and develop their physical skills.
- Staff work in partnership with parents to plan activities and resources that meet the individual needs of the children.
- Staff have a clear focus on supporting children's well-being and promoting their social skills. Children enjoy fresh air, exercise and play cooperatively with both their older and younger peers.
- Children are kept safe because staff implement a range of procedures to safeguard them. Staff also teach children how to manage risks for themselves.
- Staff work closely as a team and continuously reflect on the activities they provide. Consequently, children are engaged and enjoy purposeful play.
- Staff provide effective support for children as they follow their own ideas and learn to solve problems.

It is not yet outstanding because:

- Staff are not always aware of the best way to encourage children to practise the skills they are learning in school. As result, opportunities to learn through play are not fully utilised.
- Staff's appraisals do not include sharply focused evaluations on the impact of their interactions on children's learning.

What the setting needs to do to improve further

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

- provide better opportunities for children to build on their learning in school by ensuring staff provide continuity with school in the strategies they use to support early literacy and numeracy skills
- focus more precisely on the impact of staff's practice on children's learning so that targeted professional development can continue to improve outcomes for children.

Inspection activities

- The inspector observed children's activities in the main playroom and outdoor space. She also accompanied staff on the walk from school to the club.
- The inspector talked to the nominated person, manager, staff, key persons and children throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector took account of parents and carers views spoken to on the day and from information included in the provider's own parent survey.

Inspector

Alison Byers

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children enjoy independently accessing a wide range of interesting toys and activities. Staff understand the value of providing resources that can be used in different ways. They know how to support children to use them in play. Staff help children to select what they need from collections of fabrics, ropes, tubes and boxes. Children work effectively together to build dens and obstacle courses. Staff support children to solve problems, for example, as they experiment tying knots with different types of rope. Through these activities, children are using their imaginations and developing their physical skills. Partnerships with parents ensure that the club provides activities that meet all children's different needs after school. For example, children can enjoy outside play or quiet time relaxing on the sofa. Overall, staff have a good relationship with teachers at the local school and share information about children. However, they do not have detailed information about how the school teach children to form letters and do simple mathematical problems. As a result, they do not use the same methods to support children's learning and promote swifter progress as they play.

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

Children's overall well-being is effectively supported by staff. Children have access to an enclosed outdoor play area where they enjoy physical play on swings, running and climbing. Staff promote children's independence through age-appropriate boundaries and guidance. Staff complete risk assessments for all aspects of the club to ensure the space is clean and safe. Assessments are balanced against the benefits for children, so that they learn how to manage their own risks. For example, younger children are supervised on the climbing frame to provide differentiated support, while older children are able to play football on the field. Children are confident, happy and secure at the club. Staff create an environment that values individual difference so that children of all ages are learning to respect others. As a result, children are well behaved and are developing good social skills.

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

The provider has a good understanding of all the requirements that the club must meet. The manager evaluates both her own and the staff's knowledge of safeguarding issues to identify necessary training. Staff regularly discuss the layout of the room and evaluate how toys are being used by children. As a result, they continually make adjustments to meet the changing interests of all groups of children. For example, the space for making dens now utilises an area with walls on several sides. Parents and children complete questionnaires about changes to the club. Consequently, the planned developments for the building reflect their ideas and needs. Staff's appraisals review their ongoing suitability and professional development needs. However, these are not informed by observations of their quality of teaching. Staff's playwork qualifications and recent training courses impact positively, as staff use their knowledge to determine the resources they provide and how they support children's learning.

Setting details

Unique reference number	EY403573
Local authority	Barnsley
Inspection number	850516
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	26
Number of children on roll	125
Name of provider	Thurgoland Out of School Club Ltd
Date of previous inspection	7 May 2010
Telephone number	07748 177686

Thurgoland Out-of-School Club re-registered in 2009 after relocating from the Kids Centre. It is a registered charity run by a voluntary management committee. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level three. The club is open weekdays during term time from 7.30am to 8.50am and from 3.30pm to 6pm. The holiday play scheme is open on selected weeks during the school holidays from 7.30am to 6pm.

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