

The Robins Nest Out of School



Carr Green Cp School, Carr Green Lane, BRIGHOUSE, West Yorkshire, HD6 3LT

Inspection date	21 March 2016
Previous inspection date	6 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Children's learning at school is complemented in the club as staff provide a range of activities linked to the children's interests. Children are happy and motivated learners, progressing well towards their next stages in learning.
- There is a wide range of resources and planned activities available to children within the inside and outdoor environment.
- Children behave very positively. They fully understand routines and what is expected of them. They have good manners and cooperate and work together with friends to achieve tasks.
- Snack time promotes children's independence. Staff encourage children to prepare and serve their own food and drinks.
- Parents are happy with the service provided and find the staff team very approachable. They praise the range of activities and feel it complements their children's day at school, helping to ensure children enjoy attending the club.

It is not yet outstanding because:

- Occasionally, staff do not maximise opportunities to extend children's language, thinking and understanding to a higher level.
- Supervision sessions for staff are not always focused on enhancing the quality of interactions with children to an outstanding level.
- The provider's evaluation of the provision does not fully plan for or gauge the success of improvements to the practice.

What the setting needs to do to improve further

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

- enhance opportunities to further develop children's thinking skills and allow them more time to consider their responses and extend their ideas
- build on the existing systems of staff supervision sessions to promote the quality of staff interactions with children
- extend the process of self-evaluation and review the impact of planned changes and how this improves the outcomes for children.

Inspection activities

- The inspector had a tour of the club and discussed how the club operates.
- The inspector accompanied staff on the collection of children from school.
- The inspector spoke with staff and children during the inspection, and observed children at play.
- The inspector conducted a joint observation with the club manager.
- The inspector looked at a sample of children's records, risk assessments, and discussed a range of policies, including safeguarding, complaints and behaviour management procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a sound understanding of their responsibility to protect children from harm. They ensure children cannot leave the premises unsupervised and there are good arrangements in place for monitoring visitors. Consequently, children's safety is effectively promoted. Recruitment and vetting procedures are robust. The manager ensures that all staff working with children are suitable and safe to do so. The staff team work well together and this is reflected in the happy atmosphere created for children. The effectiveness of staff practice is evaluated through appraisals and the overall quality of the provision is raised because staff attend regular training. It is clear from discussions with parents that they greatly appreciate and value the service provided. Information is shared with parents through ongoing dialogue, newsletters and details posted on the noticeboard and the website. Partnership working with other professionals and agencies is helping all children to make good progress.

Quality of teaching, learning and assessment is good

Staff provide children with a range of activities, effectively complementing their learning in school. They achieve this by exchanging information with teachers, both verbally and when they collect children from their classes. This enables them to discuss children's interests and progress, and provide motivating activities. Staff make time to sit and play, successfully extending children's enjoyment and understanding of different activities. They encourage children to solve problems by providing resources for them to develop their creative skills. For example, children use scissors to make patterns and explore which materials will join their creations together most effectively. Children have opportunities to develop their literacy skills and practise their early writing, such as writing recognisable letters. Children's reading skills are promoted well in the club. They have access to a wide range of books and enjoy sitting with staff, listening to stories. In addition, older children are supported to complete homework to further support the close links with school.

Personal development, behaviour and welfare are good

There is a seamless transition from school to the club because staff also work in school during the day. Therefore, they work collaboratively with the teachers to meet the children's care needs and support their well-being. Parents report that the sharing of information when they collect their children helps keep them up to date about their children's day and achievements. Children are well behaved and respond well to gentle reminders about how to behave and the expectations of staff. For example, children devise simple turn-taking routines when accessing computer games. Staff teach children about leading a healthy lifestyle through discussions on healthy eating. They are provided with a healthy snack and drinking water is made available. Children benefit greatly from being outdoors and staff provide lots of opportunities for children to be physically active. Staff are deployed effectively and are suitably trained in first aid. They have a thorough knowledge and understanding of how to respond and deal with a number of medical emergencies.

Setting details

Unique reference number	EY412709
Local authority	Calderdale
Inspection number	1041468
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	32
Number of children on roll	64
Name of provider	Angela Marie Robinson
Date of previous inspection	6 June 2013
Telephone number	0148 471 5969

The Robins Nest Out of School Club registered in 2010. It is open each weekday from 7.30am to 9am and from 3pm to 6pm during term time. The club employs five members of staff. Of these, four hold appropriate qualifications at level 3 and above.

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