

Tiger Club

Nabb Junior and Infant School, Cartworth Road, HOLMFIRTH, West Yorkshire, HD9 2RG



Inspection date	18 October 2016
Previous inspection date	27 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The provider and current manager have worked together effectively to ensure that all actions raised at the previous inspection have been successfully addressed. The manager is beginning to have a very positive impact on the quality of the provision.
- Good links with the on-site school promotes a high level of continuity in children's learning and care.
- Children confidently access a good range of play opportunities that address their interests and abilities. They enjoy their time at the club.
- Children are relaxed and confident because of the warm friendly environment and their positive relationships with the staff and each other.
- Staff proactively help children to lead a healthy lifestyle by encouraging them to enjoy their outdoor play, whether this is sport or role-play, at all times.

It is not yet outstanding because:

- The self-evaluation and action plan does not always contain sufficient detail in order to robustly drive continuous improvement.
- The provider has not fully explored the role of children's key-person in further strengthening the quality of information parents receive about their child.

What the setting needs to do to improve further

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

- develop the key-person role to provide an even stronger link with parents so that they can be well informed about their child's day
- continue to develop systems to evaluate the provision, ensuring that actions for further development are specific and measurable.

Inspection activities

- The inspector observed activities and routines throughout the visit and spoke to the children about their interests and their safety.
- The inspector observed the quality of adults' interaction with children and evaluated this with the manager.
- The inspector looked at children's records, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector spoke with members of staff and the manager at appropriate times during the inspection.
- The inspector took account of the views of parents spoken with on the day of inspection.

Inspector

Elizabeth Patricia Edmond

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Processes for checking adults' suitability are robustly followed. Induction and ongoing regular supervision for staff successfully promote children's learning and care. The committee continues to change. However, the provider ensures that new committee members are not in a position of influence until they have had their suitability confirmed by Ofsted. The views of parents are effectively considered within the systems for self-evaluation. For example, an earlier start to the breakfast session and to children's after-school snacks has been introduced following requests from parents. Parents confirm that this has benefitted them and their children. The views of others are actively gathered and the manager has a correct understanding of the quality of the provision.

Quality of teaching, learning and assessment is good

Children arrive happily at the setting. They are confident, motivated to explore and fully engaged in the well-planned play environment. There are good resources, indoors and out, that capture the children's imagination. Children confidently help themselves to resources that are not immediately visible. This is due to most adults' proactive encouragement and the provision of easily accessible storage. Children become creative, independent learners who follow their own interests and inspirations as a result. Skilled staff get down to the children's level and offer support and guidance, for example, to complete a jigsaw. This means that children learn to appreciate persevering at a task themselves and to enjoy success. The manager has a clear understanding of individual staff's expertise and is working to support consistency in this.

Personal development, behaviour and welfare are good

Children learn to enjoy a healthy lifestyle. They delight in being active outdoors, regardless of the weather. For example, they are excited as they get their dolls ready for a walk in the rain. Children are also reminded about the importance of drinking water as they dash indoors after a game of football. Children learn to take care of themselves as they butter their own crackers and choose fresh fruit and vegetables for snack. They are reminded to wash their hands beforehand if they forget. This further promotes their good health. The manager takes a lead in linking with school to ensure that children's learning is maximised through planned topics and activities. Daily dialogue with school ensures that important information, such as accidents that have happened in school, is always forwarded to parents. Parents are, on the whole, very well informed about how their children spend their time. However, the role of the key-person has not been fully explored as some parents are not always sure which member of staff would be best placed to tell them about their child's day. Children's behaviour is very good. This is partly due to the good behaviour modelled by the older children. Although play is lively, and often exuberant, children learn to listen carefully to adults and to respect each other. This promotes their wellbeing and their learning.

Setting details

Unique reference number	311368
Local authority	Kirklees
Inspection number	1052428
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	3 - 11
Total number of places	30
Number of children on roll	50
Name of registered person	Tiger Club Committee
Registered person unique reference number	RP526661
Date of previous inspection	27 April 2016
Telephone number	07500280860

Tiger Club was registered in 1984. The club employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The club opens Monday to Friday 8am to 9am, and 3.30pm to 5.30pm, during term time. It opens from 8am to 5.30pm during most school holidays depending on parents' requirements.

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