

Birdsedge First School Out Of School Club



BIRDSEGE FIRST SCHOOL, Birdsedge Lane, Huddersfield, HD8 8XR

Inspection date 27 February 2017
Previous inspection date 20 October 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The key-person system is not working effectively enough to ensure that parents know who to speak with about their child's needs.
- Children are not provided with sufficient opportunities to recognise and appreciate other people's cultures, differences and abilities.
- The self-evaluation process to improve the overall practice is not implemented and monitored well enough to ensure that priorities for improvement are well known and tackled swiftly.

It has the following strengths

- Staff respect children's ideas, opinions and views. Children make choices and are eager to follow their own interests and join in with a range of interesting experiences.
- Children have secure bonds with staff, who are kind, caring and responsive towards them.
- Staff are good role models who provide a fun atmosphere that promotes trust and mutual respect. Children are well behaved and show consideration and friendship towards each other.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ develop the key-person system and ensure that parents are informed of the name of their child's key person.	13/03/2017

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

- provide more opportunities for children to enhance their growing awareness of differences and similarities in society and to value and respect the needs, abilities and cultures of others
- implement arrangements for self-evaluation and improvement more effectively so areas in need of development are prioritised and tackled swiftly and effectively enough to have a positive impact on the overall quality of the provision.

Inspection activities

- The inspector observed the activities and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Helene Terry

Inspection findings

Effectiveness of the leadership and management requires improvement

Management has made some significant improvements since the last inspection. However, self-evaluation is not effective enough to achieve consistently good standards across the provision. Targets for improvement are not clearly identified and any changes made are not monitored to make sure they have a positive impact on the overall quality of practice. The arrangements for safeguarding are effective. Suitability checks for all staff and committee members have now been completed. All staff have attended first-aid training. Recruitment procedures are sound enough to help ensure only suitable adults work with the children. Staff are able to identify the possible signs of abuse or neglect and understand the correct reporting procedures. Staff undergo regular supervision and they are beginning to access training to update their skills for the benefit of children. The partnerships staff have forged with the host school mean that they have access to good quality information that helps them complement the learning children experience at school.

Quality of teaching, learning and assessment is good

Children enjoy their time at the club. They are motivated and engaged in the activities. Staff ask them questions that encourage them to talk confidently and share their ideas. Staff encourage children to talk about their day at school. Staff join in with play, successfully balancing supervision with opportunities to model language and talk about children's individual interests. Children learn to problem solve as they consider where to fit the pieces to build a train track or complete jigsaw puzzles. Children have opportunities to be creative and represent their ideas as they draw pictures or use craft materials. Children have fun as they create their own puppet show and put on a display for the other children to watch. Children are appreciative of one another's achievements. They are considerate of their friends when they join in an activity.

Personal development, behaviour and welfare require improvement

The key-person system is not fully effective. The system is not explained to parents effectively enough. As a result, parents do not know who to approach to share information with about their child. Nevertheless, staff do share information with parents about what their children have been doing. Parents are happy with the care that their children receive and feel that they get enough information about the club. Overall, there are too few opportunities for children to recognise and appreciate diversity. Staff are very aware of children's individual dietary requirements and ensure that they have healthy options at breakfast and teatime. Children freely access drinks and fruit throughout the session. They have suitable opportunities to be physically active outdoors in the fresh air. Children have use of some of the school play areas, where they can enjoy playing ball games and running activities.

Setting details

Unique reference number	EY468985
Local authority	Kirklees
Inspection number	1077176
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	30
Number of children on roll	50
Name of registered person	Birdsedge Out Of School Club Ltd
Registered person unique reference number	RP531113
Date of previous inspection	20 October 2016
Telephone number	01484222714

Birdsedge First School Out Of School Club was registered in 2013. The club employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The club is open Monday to Friday during term time, from 7.30am until 8.45am and from 3.30pm until 6pm.

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.

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