

Lightcliffe Out of School Club



Lightcliffe C of E Primary School, Wakefield Road, Lightcliffe, HALIFAX, West Yorkshire, HX3 8SH

Inspection date	17 July 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 confidently enter the club. Staff create a welcoming, relaxed and friendly environment, which contributes to children immediately settling on arrival. They are clearly familiar with routines, readily hanging up their belongings in a sensible manner.
- Staff exchange important information with parents to meet children's individual needs when they are settling in to the club. Strong communication continues thereafter.
- Children are sociable and enjoy linking up with one another during activities, sharing ideas and playing collaboratively. Staff are good role models, setting clear expectations. This reflects in children's positive and respectful behaviour.
- Staff build solid relationships with the host school to promote continuity in children's care, contribute to children's learning and complement the experiences children receive.
- The provider and manager demonstrate a strong commitment to continuous improvement, reflected in effective self-evaluation. During this process, there is consultation with the host school, staff, parents and children.
- Children play in a safe environment and staff supervise them closely as they move between the indoors and outdoors.

It is not yet outstanding because:

- Staff do not always give the greatest consideration to the types of activities and resources they provide outdoors, to enable more sedate play during the hotter weather.
- Systems for monitoring staff practice are not yet rigorous enough to further improve staff's interactions with children.

What the setting needs to do to improve further

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

- give greater consideration to the type of resources and activities available to children as they play outdoors during the hotter weather
- develop the systems for monitoring staff practice, so that areas for staff development are targeted more precisely, to improve their interactions with children even further.

Inspection activities

- The inspector observed activities indoors and outdoors and the interactions between staff and children.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the club manager.
- The inspector held a meeting with the club manager. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to parents during the inspection and took account of their views. She also viewed written feedback from children and parents.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of child protection issues. They receive updates and further training, which helps them to keep abreast of changes to safeguarding legislation. Staff have clear procedures for parents collecting children and staff are in constant communication to help children stay safe. For example, they use walkie-talkies as children move between the indoors and outdoors, minimising the risk of a child from going missing. Children are encouraged to think about risk and they show a good understanding of safety rules. For example, they put on a helmet, and shin and knee pads before using the skateboard. The manager works closely with others, including the local authority and committee to reflect on practice. As part of this, she undertakes quality improvement audits and highlights areas for future development in various action plans. Parents and children are actively involved in sharing their views, for instance, through questionnaires.

Quality of teaching, learning and assessment is good

Children develop a strong sense of belonging because staff actively involve them in the running of the club. Staff take account of children's ideas and interests when planning activities and children help to select resources for the club. Staff complement school topics. They also support any specifically targeted learning alongside the school reception teacher to meet children's individual needs. Furthermore, they contribute to children's records of learning in school by sharing written and photographic observations. Staff enhance the indoor environment with bright, attractive displays of children's artwork, helping to promote children's confidence and self-esteem. They effectively reinforce the skills children need for successful learning in school and children happily lead their own play. A good range of accessible indoor resources facilitates this well. Children show good levels of interest and focus, for instance, as they create bead bracelets. They confidently talk about what they are doing. Children relate well to staff, including the manager. The manager particularly enhances children's enjoyment through her own enthusiasm.

Personal development, behaviour and welfare are good

Staff effectively use information from parents to get to know children well and help them settle, providing favourite things. Children clearly enjoy their time at the club and have a good range of indoor resources to readily select from. They are considerate and helpful and staff value their achievements, for instance, with praise and encouragement. Children readily respond to staff requests, such as taking time out of the sun in the shade and having a drink of water. Staff plan meaningful activities to help children develop an appreciation of difference. For example, children taste different foods from around the world when learning about cultural festivals, and staff plan themed weeks relating to different countries. Children develop good levels of independence. They serve their own snack, choosing from a good, healthy selection, and wash their utensils up afterwards. Children benefit from ample fresh air and exercise through free-flow access to the outdoors, contributing to their physical well-being effectively.

Setting details

Unique reference number	EY472963
Local authority	Calderdale
Inspection number	1011234
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	30
Name of registered person	Lightcliffe Out of School Club
Registered person unique reference number	RP910996
Date of previous inspection	Not applicable
Telephone number	07905627157

Lightcliffe Out of School Club registered in 2015. The club employs seven members of childcare staff. Of these, two hold relevant qualifications at level 3. The club opens from Monday to Friday during term time only. Sessions are from 7.15am to 9am and from 3.10pm to 6pm. The club solely accommodates children from Lightcliffe C of E Primary School.

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