

Inspection date	15 February 2018
Previous inspection date	2 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 are happy and settled in this friendly and busy club. They enjoy playing together and are very well behaved.
- Staff are deployed well. Children benefit from close relationships with staff who join in with their play and share interesting conversations.
- Good links with the host school exist. Some staff at the club also work within the school. Staff know children well and relay information between parents and teachers, helping to assure children's well-being.
- The manager and staff have a good understanding of their roles and responsibilities. They have effective procedures in place to prioritise children's well-being. Parents comment that staff know and meet their children's individual needs well.
- Children continue to develop the skills they need to support their learning at school in a playful way. For example, children enjoy colouring in, making ice cream from playdough and count to ten before finding their friends in a game of hide and seek.

It is not yet outstanding because:

- Methods of developing staff performance are not always thorough enough to provide less experienced staff with high levels of support in their professional development.
- While parents and children have very recently been asked to contribute to an evaluation of the club, the manager has not yet identified how the club can continue to improve.

What the setting needs to do to improve further

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

- develop more effective methods of supporting staff in their professional development
- strengthen the drive for improvement that includes a thorough evaluation of what the club does well and what it could do better.

Inspection activities

- The inspector observed interactions between children and staff during activities indoors and outdoors.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held discussions with the club's manager, including the plans the manager has to drive improvement. She looked at relevant documentation and evidence of the suitability of people working on the premises.
- The inspector spoke to parents during the inspection and took account of their views provided in written feedback.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management is good

The manager and almost all of her team are qualified or are in the process of gaining qualifications. The manager ensures staff complete required training, such as paediatric first aid, and that they have a clear understanding of child protection procedures. Safeguarding is effective. Staff know how to recognise and refer any concerns they may have about a child's welfare. Staff assess any potential risks to children and take further measures to ensure they are kept safe. For example, children wear badges and high visibility jackets when out on trips during the school holidays. The manager works well in partnership with parents, outside agencies and school staff to ensure children's well-being is highly prioritised.

Quality of teaching, learning and assessment is good

The experienced staff team are very good at supporting children's play. Children get a great deal of encouragement from staff who know when to join in and build on what children can do. For example, children thoroughly enjoy pretending to be travel agents, suggesting where staff might like to go on holiday and working out how much it will cost. Staff talk about different countries and show children where they are on a globe. Children make their own suggestions for activities by adding to a planning board. In addition, staff observe what children enjoy doing and plan activities to enhance their development further. They share their observations with school staff. This helps to provide a coordinated approach to children's learning.

Personal development, behaviour and welfare are good

Children play very well together in mixed aged groups. They share and cooperate as they play and follow the simple rules of team games. Children are encouraged to develop independence. They wash their hands before snack time and put on their coats before playing outside. They help themselves from a wide choice of healthy food items during a very calm and sociable snack time. Children are very confident and keen to introduce themselves and talk about what they like about the club. They say that staff are lovely and kind and play with them. Children play outdoors and enjoy joining in games with staff. They listen to instructions and have great fun as they run off to hide. Children who have special educational needs and/or disabilities have their needs met very well by staff who are close at hand to guide and reassure them.

Setting details

Unique reference number	EY396706
Local authority	Calderdale
Inspection number	1088088
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	40
Number of children on roll	32
Name of registered person	Natalie Jane Naylor
Registered person unique reference number	RP908781
Date of previous inspection	2 April 2014
Telephone number	07795578118

M & A Club registered in 2009. The club employs seven members of childcare staff. Of these, six hold appropriate early years qualifications, at level 2 or higher. The club opens from Monday to Friday all year round. Sessions are from 7.15am to 9am and 3.15pm to 6pm during term time and 7.30am to 6pm in the school holidays. The club supports a number of children who have special educational needs and/or disabilities.

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