

Emley Out of School Club



Emley First School, School Lane, Emley, HUDDERSFIELD HD8 9RT

Inspection date	9 January 2019
Previous inspection date	26 June 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

Summary of key findings for parents

This provision is outstanding

- The inspiring manager uses extensive and superior internal and external resources and tools to reflect on practice, keep abreast of changes and identify future plans. She does this in close consultation with the committee and staff. Parents are actively involved, for example, through questionnaires which lead to enhancements, such as to the outdoor provision.
- Staff are excellent role models. Children's behaviour is exemplary and staff use first-class strategies to help children to feel respected and valued. Children develop superb friendships and have ample opportunities to learn about differences.
- Staff ensure seamless transitions for children. They make remarkable use of information from parents, children's Reception teacher and their own observations. Staff keep insightful records of learning, which parents and the children's Reception teacher add to during regular meetings. This helps staff to complement children's care, achievements and progress to the highest level.
- Staff complement the early years foundation stage superbly, and they provide a wealth of rich, challenging and exciting activities. They reinforce the skills children require for successful learning in primary school and beyond. Children are engrossed in self-chosen activities and show excellent independence, collaboration and communication.
- Staff undertake superb consultation with children, whose views and ideas are central to the provision. This helps children to develop an excellent sense of belonging and take responsibility for how the club is run. For example, children contribute to staff's planning, complete questionnaires and discuss resources they would like.
- Staff give high priority to children's safety and their physical well-being. They use highly engaging ways to help children to learn about healthy lifestyles and to recognise and manage risks.

What the setting needs to do to improve further

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

- continue to strengthen the robust professional development systems that maintain the already high-quality provision.

Inspection activities

- The inspector observed the areas used by children, the activities indoors and outdoors, 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, deputy manager and nominated individual for the organisation. She looked at a wide range of documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to parents during the inspection. She also viewed questionnaires completed by children and parents.
- The inspection completed a joint observation with the manager.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The manager continually reviews the meticulous risk assessments, for instance during half-termly staff meetings and committee meetings. Staff create a safe environment and enhance safety procedures, for instance through the use of walkie-talkies. The manager uses staff meetings as an excellent opportunity for sharing information. She cascades child protection information and training and refreshes, consolidates and strengthens staff's already strong knowledge of a whole host of subjects. She also delivers further in-house training. Parents receive a wide range of safeguarding information, for instance through displays and newsletters. They also receive parent packs, such as those linked to keeping children safe on the internet. Staff continually reflect on safety practices with the children. For example, prior to children using torches outside in the dark, staff explain the club rules and children put on fluorescent tabards. Children also complete their own risk assessments, for example via the 'What would be dangerous?' document. They also complete worksheets based on different safety themes, such as road safety. The manager undertakes rigorous induction and mentoring of staff. She has introduced and embedded excellent processes for the performance management and continued professional development of staff. She is now considering how to develop peer observations even further.

Quality of teaching, learning and assessment is outstanding

Staff's impressive qualifications, experience and in-depth knowledge contribute successfully to the high-quality provision and their skilful and supportive interactions. Staff meticulously link their impressive and comprehensive planning to school topics, children's interests and any specific targets or goals for individual children. These are identified by staff and the children's Reception teacher, and are discussed during regular meetings. Staff inform parents about, and involve them in, the life of the club, for example through regular newsletters, photograph booklets and the noticeboard. Parents contribute resources for activities, such as plastic bottles for their children to collect insects in to create a bug hotel. Children are eager to join in with activities. They confidently express their own ideas, adding their own art and craft creations to the interactive winter wall display, for instance. They show great focus during a painting activity, where staff highlight different shades of colours, such as lime green. Relationships between children and staff are excellent.

Personal development, behaviour and welfare are outstanding

Staff create a very relaxed and friendly environment and know children extremely well. Parents share important information with staff about their children and attend a new starter evening before children settle. Staff plan varied healthy meals, reflected in the displayed menu. Children bring in healthy eating recipes from home and they sample a wide range of food from around the world. They do this as part of the week-long celebrations around different festivals, cultures and countries. Staff celebrate children's achievements that take place outside of the setting. For example, they display 'Wow' certificates on the 'Wall of wonder'. Children help to devise the club rules and staff display posters depicting positive behaviours, including those the children have made.

Setting details

Unique reference number	EY396165
Local authority	Kirklees
Inspection number	10068920
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 10
Total number of places	20
Number of children on roll	43
Name of registered person	Emley Out of School Club Committee
Registered person unique reference number	RP529103
Date of previous inspection	26 June 2014
Telephone number	07444 291985

Emley Out of School Club registered in 2009 and operates from a house in the grounds of Emley First School in Emley, Huddersfield, West Yorkshire. The club employs six members of staff, five of whom hold appropriate qualifications; three are at level 3 and two are at level 6. The club is open Monday to Friday during term time, from 7.30am to 9am and from 3.30pm to 6pm.

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