

Shooting Stars Out Of School Club

Ossett Cricket & Athletic Club, Ossett WF5 8JT



| | |
|--------------------------|----------------|
| Inspection date | 27 March 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of 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 new manager is passionate about providing a high-quality service. She continually reflects on the overall effectiveness of the club. She gathers parents', staff's and children's views to help her to identify any improvements needed.
- Children benefit from a large variety of activities indoors and outdoors. They make their own choices in play. For example, they spend long periods of time colouring and using creative materials.
- Staff consistently join in with children's play on their level. For example, they support children to take turns while they play a game of giant dominoes together. This helps to foster children's social skills successfully.
- Children are settled and happy at the club. They feel that their views are listened to. For example, children write down their own suggestions for activities and resources using a 'Have your say' board.
- Staff promote children's physical well-being effectively. Amongst other things, children delight at jumping over hurdles and playing with hoops, bats and balls in the large outside space. They also enjoy practising yoga and play games, such as musical statues, inside.
- Children learn to be independent. They confidently self-serve at mealtimes. For example, they choose their own fillings for their bagels and practise how to spread their own butter or cheese.
- The manager does not monitor staff practice fully effectively in order to help raise the quality of their interactions to the highest level.
- Although staff have developed good relationships with parents, they do not consistently share information about children's experiences at the club.

What the setting needs to do to improve further

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

- monitor staff practice more precisely to help further raise the quality of their interactions to help motivate and engage children even more
- build on the already good partnerships in place with parents to help strengthen communication about children's experiences in the club.

Inspection activities

- The inspector observed the quality of practice during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager and discussed self-evaluation.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as staff appraisals, a sample of policies and procedures 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 written views received via email.

Inspector

Helen Royston

Inspection findings

Effectiveness of leadership and management is good

The manager regularly gathers parents' views, including through discussions, questionnaires and an anonymous suggestion box. She uses this feedback to make positive changes. For example, children now bring a change of clothing for outdoor play to avoid their school uniform getting too dirty. The manager meets with staff each week to take account of their views and observations. For example, they have devised a floor plan of different provision areas for children to play in. The manager carries out supervision meetings for staff and they complete a variety of professional development. This helps to improve their overall skills and practice. For example, they all update their safeguarding training regularly. They show knowledge of child protection. They understand what action to take if they have concerns about a child's welfare. Safeguarding is effective. Staff teach children the importance of road safety during the walk to and from school. They remind them of the importance of walking with their partners and watching and listening for traffic carefully. Staff have developed close links with the teachers at the local schools. They share key information about the children's day to help promote continuity in their care.

Quality of teaching, learning and assessment is good

Staff gather information from parents when children first start at the setting. For example, they find out about children's likes and dislikes. They use this information to plan activities that follow children's interests. For example, they created an area that celebrates children's favourite books and films. Staff spend time sharing stories with them and talk about their favourite characters. This helps to promote children's literacy and communication skills well in preparation for their future learning and time in school. Children ask for certain resources and games each week. For example, they request a penalty shoot-out with the football and nets outside. Children decide on their own rules and how the points should be added up. Staff encourage children to have a try and they celebrate and praise children for scoring a goal. Staff change resources around each week to help to keep children engaged in play. Younger children enjoy tackling a daily challenge in the brick area and drive vehicles around together. Older children spend time reading and play games of pool together.

Personal development, behaviour and welfare are good

Children behave well. Staff gently remind children about the rules and expectations in the club. For example, children are encouraged to hang up their own belongings and wash their hands before eating. Children have an area where they can relax and spend time talking to their friends quietly. This helps to foster their personal, social and emotional well-being effectively. Older children are encouraged by staff to help the younger children and learn to be positive role models. Individual children have their own folders to keep their own special items in at the club, such as art work. This helps to teach children to be responsible for their own things. Staff ask children to choose a different country to learn about each month. They enjoy finding out new facts and learning unique information about each culture. This helps to promote children's understanding of diversity successfully.

Setting details

| | |
|--|---|
| Unique reference number | EY539762 |
| Local authority | Wakefield |
| Inspection number | 10090192 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Out-of-school day care |
| Age range of children | 4 - 11 |
| Total number of places | 48 |
| Number of children on roll | 110 |
| Name of registered person | Little And Shooting Stars Ltd |
| Registered person unique reference number | RP539760 |
| Date of previous inspection | Not applicable |
| Telephone number | 01924281806 |

Shooting Stars Out Of School Club registered in 2017. The club employs 15 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above, including two at level 6. The club opens Monday to Friday from 7.30am to 9am and 3pm to 6pm during term time. The club also opens during school holidays from 7.30am to 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

