

The Clubhouse

121 Ashdene Drive, Crofton, WAKEFIELD, West Yorkshire WF4 1HF



Inspection date	2 April 2019
Previous inspection date	12 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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		Good	2

Summary of key findings for parents

This provision is good

- The manager organises the setting and play equipment well. She creates a friendly and welcoming environment, where children are free to explore and share their own ideas during play.
- Children are resilient and self-assured. They are willing to have a go and try things for themselves. For example, children find various letter symbols and confidently recognise the initial letters sounds in their name. Children are making good rates of progress according to their stage of development.
- Staff build positive relationships and act as good role models to children with their bubbly and friendly approach. This helps children to settle quickly when they first start at the setting and to feel safe and secure.
- Children demonstrate high levels of self-esteem and delight in the meaningful praise they receive from staff for their good work. Children's behaviour is good.
- Children's physical development and social skills are promoted well. For example, children have regular trips to the park and use climbing equipment. They access local fields to complete treasure hunts and play sporting activities with their friends.
- Although the staffing team observes and assesses children's learning well, the manager does not yet analyse this information to identify any gaps in groups of children's achievements and evaluate staff's practice, to raise the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- analyse information about the progress different groups of children make and identify areas to improve practice, to help raise the quality of teaching and learning even further.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation and considered the manager's evaluation.
- The inspector held discussions with the manager and considered the views of staff, parents and children.
- The inspector reviewed staff suitability checks, risk assessments, policies, procedures and other records regarding health and safety.

Inspector

Jennifer Dove

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders regularly complete training which helps them keep their safeguarding knowledge up to date and protect children's welfare. Staff disseminate the knowledge and understanding they gain from training, to ensure all staff remain vigilant and alert to current safeguarding concerns. Staff understand the appropriate action to take should they have a concern regarding a child's welfare. The manager completes thorough daily risk assessments to ensure all areas of the premises children access, are free from hazards. This helps to ensure children's safety and well-being. The manager is proactive in seeking feedback from parents and other professionals to identify any areas to improve. She works closely with the school and nursery that children at the setting attend, to moderate the quality of children's observations and assessments. The manager uses this information to evaluate the quality of the setting and implements the feedback she receives into practice. This helps to maintain a good-quality service for children and their families.

Quality of teaching, learning and assessment is good

The staff work well with parents and other professionals involved in a child's care. They collect detailed information about a child when they first start at the setting and use this information to record a child's starting points. Staff continue to work collaboratively with parents and teaching staff at the school. They regularly share key information about a child's progress and together they plan the next steps in learning. This helps to ensure a consistent approach to learning. Children immerse themselves completely in the interesting and stimulating activities staff plan for them. For example, children develop their emerging writing skills as they draw and design their own vehicles using various shapes. They consider the size of each shape and work out where they best fit in order to create their own vehicles. Staff interact well with children. They listen carefully and respond to the questions children ask during story time. This helps to maintain children's focus and attention.

Personal development, behaviour and welfare are good

Staff provide healthy meals and snacks and fully foster children's independence during mealtimes. For example, children help to prepare for meals and clear away cutlery and crockery. They follow the daily routines well and know to wash their hands before mealtimes. Children thoroughly enjoy their time playing outdoors. Staff interact well with children and have an infectious energy, which helps to ignite excitement and curiosity in children as they play. For example, children mix paints and confidently recognise the different colours as they change. Children enjoy using their hands to make marks in the paint and use paintbrushes to draw on the fence and walls.

Outcomes for children are good

Children make good rates of progress and are well prepared for their next stages of learning. They thoroughly enjoy singing action songs and rhymes. Children develop good mathematical skills as they move their whole body to the rhythm of the music and sing songs faster and slower. Children are confident and motivated learners.

Setting details

Unique reference number	EY437461
Local authority	Wakefield
Inspection number	10074990
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	3 - 11
Total number of places	35
Number of children on roll	74
Name of registered person	Smithson, Jill
Registered person unique reference number	RP515509
Date of previous inspection	12 January 2016
Telephone number	01924 865 994

The Clubhouse registered in 2011. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above, including the manager, who holds a level 6 qualification. The setting opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 9am, 3pm until 6pm and 11.45am until 6pm on Monday, Tuesday, Wednesday and Thursday. The sessions on Fridays vary. The setting offers funded early education for three- and four-year-old children.

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