

# Inspection of Brighouse School's Out Scheme

S.O.S Portacabin, Daisy Road, Brighouse, West Yorkshire HD6 3SX

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Inspection date:

1 November 2021

**The quality and standards of early years provision**

**This inspection**

**Met**

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Previous inspection

Met

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are happy, confident and sociable. They develop a strong sense of belonging through their active involvement in how the club is run. For example, children contribute their ideas in relation to activities and the club's menu. Children are eager to play in a fun and welcoming environment. They are able to readily select from a broad range of play materials. This helps to promote their independence.

When the club closed during the COVID-19 pandemic, staff kept in close contact with families. This helped to support children's emotional well-being and kept parents well informed about the club and any changes. For example, staff carried out video communication and shared information through their website and social networking platform.

Children interact positively with the friendly staff. They enjoy staff's enthusiastic engagement, for example while baking, listening to a story about being kind and drawing self-portraits on the chalk board. Children help to create a wooden plaque reflecting the club rules, which staff display outside the entrance. Children follow the club rules well. They demonstrate positive and respectful behaviour. Children patiently take turns and share baking resources. They focus well while scooping the bun mixture into the bun cases, which they skilfully count.

### **What does the early years setting do well and what does it need to do better?**

- Staff effectively reinforce essential skills that children develop as they move through school. As part of this, staff provide fun activities around early literacy and mathematics. For example, children complete Bonfire Night themed word searches and follow the bun recipe. They use electronic and more traditional scales to weigh ingredients.
- Staff help children to be healthy and active. They implement good hygiene routines and display signs and posters that children have made. Staff provide healthy meals and snacks, including a freshly prepared tea. They also use visual charts to monitor and limit children's screen time when they access the video games console and tablet.
- Staff plan and provide an exemplary range of activities linked around themes, such as autumn. They ensure that all children can take part in the activities on offer, regardless of the days they attend. This promotes inclusion. Staff encourage children to recognise and celebrate differences between different people.
- Parents are well informed about what their children like to do at the club. For example, staff share photos via the social networking platform and create

memory books that capture children's time at the club.

- Staff help new children to complete booklets about themselves, to support their transition to the club. They also organise a 'buddy' system to help children settle. However, there is scope for staff to develop communication with Reception staff, to complement children's care and experiences as they move between settings.
- Although staff found that children settled well when the club reopened after lockdown restrictions, they created resources, such as a worry jar and worry teddy. This enabled children to share any concerns or anxieties, which helped to support their emotional well-being. Children are very much at ease as they readily talk about their robot model and help themselves to water and fruit.
- Staff's qualifications and in-house training have a positive impact on the quality of their interactions. They model how to do things and enhance children's imagination while engaging in the creative 'farmers market' role-play area.
- Children have great fun attempting new skills, such as cracking an egg. Staff motivate and encourage children to try again when they are initially unsuccessful, which encourages great focus and perseverance.
- Staff help children to learn about keeping themselves safe. For example, they display posters about online safety and talk about being safe on Bonfire Night. Children engage in risk-based play indoors and outdoors. This helps them to test limits, explore boundaries and learn to manage potential hazards.
- Staff celebrate children's achievements which helps to foster their self-esteem and confidence. For example, they display children's artwork on the 'Be as proud as a peacock' board.
- The provider and manager continually reflect on practice, in consultation with parents, staff and children, to identify areas for development.

## Safeguarding

The arrangements for safeguarding are effective.

The provider has rigorous procedures for recruiting and vetting staff. This ensures that they are suitable to work with children. Staff undertake effective risk assessments to help children stay safe and healthy. This includes those related to COVID-19. For example, staff place hand gel and posters outside the entrance and they undertake temperature checks prior to any adult or child entering the club. Staff have a secure knowledge of the signs of possible abuse. Staff fully understand how to report their concerns, in order to protect children. The manager checks staff's safeguarding knowledge, for instance through quizzes during staff meetings.

## Setting details

<b>Unique reference number</b>	303700
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10143284
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 10
<b>Total number of places</b>	28
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Brighouse School's Out Scheme For Parents & Employers
<b>Registered person unique reference number</b>	RP910094
<b>Telephone number</b>	01484 400915
<b>Date of previous inspection</b>	5 September 2014

## Information about this early years setting

Brighouse School's Out Scheme has been operating since 1992. It is a charity run, not-for-profit childcare provider, run from a portable building, which is situated within the grounds of Woodhouse Primary School. The club is supported and managed by a voluntary management committee of parents and carers. The club employs five members of staff, four of whom hold childcare qualifications at level 3. During term time, the club solely cares for children who attend Woodhouse Primary School. The club is open from Monday to Friday, from 7.15am to 8.50am and from 2.30pm to 5.45pm. During the school holidays, the club is open to children who attend other schools within the local and wider areas and is open from 7.15am to 5.45pm.

## Information about this inspection

**Inspector**  
Rachel Ayo

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the safety and suitability of the premises indoors and outdoors. She also completed a learning walk of the areas used by the club with the manager, to find out how the club is organised and the range of activities provided.
- The manager and inspector completed a joint observation of an activity taking place.
- The inspector spoke to staff during the inspection and gained feedback from parents over the telephone. She also spoke to children about their experiences at the club and what they enjoyed doing.
- The inspector checked a sample of documentation, including certain policies and procedures, certificates of training and that related to the suitability of staff.
- The inspector held regular meetings with the manager throughout the inspection, to keep them updated.

We carried out this inspection 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.

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