

Inspection of Hebble Harlequins @ Park Lane

Siddal Cricket & Athletic Club & Institute, Park Lane, Halifax, Yorkshire HX3 9LE

Inspection date:

22 November 2021

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and confident, and they enjoy their time at the club. They quickly settle in the safe, welcoming and relaxed environment. Children are familiar with the after-school club routine when they arrive. For example, they readily take off their high-visibility vests, hang up their belongings, and sanitise their hands. Children enjoy the positive interactions from the friendly and nurturing staff. For example, they enjoy building a train track together. Children show good imagination while dressing up as a superhero or building a model with bricks.

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 shared information through their social networking platform.

Children are very much at ease as they choose from the snack options and decide if they want to play inside or outside. Children use good manners and speak respectfully to one another. They display positive behaviour and play well together with a variety of play materials. Children patiently take turns while learning how to play fun card games, with the support of enthusiastic staff.

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

- Children enjoy playing outside and readily access fruit and water, which helps them to follow a healthy lifestyle. Staff have also completed training and take part in their local authority award scheme, to support children's good oral health.
- Staff help to reinforce certain skills that complement children's learning. For instance, they encourage children to write their names on their pictures. Staff also introduce mathematical concepts as children build a train track or a model with construction toys.
- Staff have a very warm and caring manner, which helps the youngest children, in particular, to feel safe and emotionally secure. Although, staff do not always recognise when pre-school children require greater support with their self-care skills, such as during mealtimes and handwashing routines.
- Staff help children to contribute positively to society. For example, after constantly having to navigate around dog faeces, children thought of how they could resolve this. Subsequently, children set up waste bag stations and signs around the local community, which proved to be very successful. Children were most proud when the local press wrote an article about it.
- Staff develop positive ongoing relationships with parents, who express complimentary feedback about the club. However, there is scope for children's

key persons to gain more information from parents and other settings about new children's individual needs and interests in order to enhance their transitions.

- Staff plan activities around national events, such as anti-bullying week. This helps children to learn about and celebrate the positive and kind things they can do. It also helps to equip children with the confidence to share their concerns with an adult.
- Staff help to foster children's empathy for others. For example, children take part in charity events. They also make Christmas cards and craft items for older people living alone in their own homes, as part of a local initiative.
- Staff establish some links with others where there is shared care of children. However, staff do not consistently exchange precise and purposeful information to fully complement children's care and the experiences they receive, especially for those children who attend pre-school settings.
- The provider works closely with staff to evaluate practice, keep their knowledge up to date, and identify key areas for development. Future plans include extending the range of resources that help children to learn about diversity, and involving children more when planning activities. Staff encourage parents and children to share their views in the club's feedback book.
- The provider supports the already well-qualified staff in their continued professional development. For example, staff access further training, such as that related to supporting children's mental health. They also visit the provider's other setting in order to share ideas and enhance their own practice.

Safeguarding

The arrangements for safeguarding are effective.

The provider has robust recruitment, vetting and induction procedures. This ensures that staff are suitable to work with children and understand their roles and responsibilities. Staff undertake good risk assessments to help children to stay safe. They closely monitor access to the club and the security of the building is enhanced by closed-circuit television. This enables staff to see who is at the door before opening it. Staff have a good knowledge of child protection issues, and of how to report any concerns. This helps children to stay safe from abuse. Staff work in conjunction with children's schools to support children's understanding of the safe use of technology.

Setting details

Unique reference number	2518731
Local authority	Calderdale
Inspection number	10194569
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 at time of inspection	3 to 10
Total number of places	65
Number of children on roll	26
Name of registered person	Hebble Harlequins Limited
Registered person unique reference number	RP530843
Telephone number	07772933851
Date of previous inspection	Not applicable

Information about this early years setting

Hebble Harlequins @ Park Lane registered in 2019. The club employs three staff. Of these, one is qualified at level 3, one at level 4 and the manager holds qualified teacher status. The club is open from Monday to Friday, 2.30pm until 6pm, during term time only.

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 provider and inspector completed a joint observation of an activity taking place.
- The inspector spoke to staff during the inspection and gained feedback from parents. 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 documents relating to the suitability of staff.
- The inspector held regular meetings with the provider and manager throughout the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021