

Inspection of Lanefields Out-Of-School & Holiday Club

St. Aidan's C of E First School, Smithy Close, Skelmanthorpe, Huddersfield, West
Yorkshire HD8 9DQ

Inspection date:

11 February 2022

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are excited to attend the out-of-school club after their school day. When entering the setting, some children, including those with special educational needs and/or disabilities (SEND), get some time with staff to settle in before their peers arrive. This helps them to engage in their chosen activities well. Staff listen attentively as they share what they have enjoyed during their day. Staff are good role models. They use calm, quiet voices when interacting with children, who respond positively in the same peaceful manner. Children are respectful to each other and use good manners at all times, without being prompted by staff.

Children are involved in making decisions about the activities offered. As a result, children are focused and engaged in play for long periods of time. They show positive attitudes as they have fun outdoors and often choose to play football and go on obstacle courses. Children show excellent coordination and balance while using the climbing apparatus. Children also have access to various restful areas, including the green spaces around the school.

During the COVID-19 pandemic, the manager made a number of changes to club practice and routines, to ensure that children and staff remained safe. For example, social distancing measures and new hygiene procedures were introduced to help minimise the spread of infection.

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

- Staff focus on children's emotional well-being. They work with the youngest children, ensuring that children's routines are followed, so that they feel secure. Older children enjoy using dough to make facial expressions as they take part in craft activities. They learn to explore and describe their feelings and emotions, such as happy, surprised, and angry.
- Children with SEND have the support that they need to make the progress of which they are capable. For instance, staff work closely with school teaching staff to implement targeted support to meet children's individual needs. Parents also comment that their children's individual needs are met well by the staff and manager.
- Children are good communicators. They are confident to interact with unfamiliar people. Children talk to the inspector and describe their time at the club as 'fun'. Children recall happy memories and have nothing negative to say about their time at the club. They look forward to attending the club after a long day of learning at school.
- Staff support children's understanding of making healthy eating choices. For example, children enjoy a freshly prepared light tea while at the setting. They

can choose what they want to eat from a variety of healthy options.

- Children concentrate hard on their chosen task. They try different approaches to problems they encounter and persist until they succeed. For example, they work together to build a house with construction materials. However, high-quality purposeful interactions are not consistent. At times, staff do not make the most of opportunities for discussion. They do not always give children the opportunity to do things themselves when participating in planned adult-led activities.
- Partnerships with parents are good. Staff talk with parents at collection times to share information about their child's time at the club and anything from school. Parents comment that children enjoy their time at the club.
- The staff and management team are dedicated to their roles. They communicate well with each other to ensure that children are always within their sight. Thorough and regular risk assessments of the areas and equipment used by children are conducted. These are shared with all staff to help manage identified hazards.
- The manager supports staff to consistently develop their practice. Staff benefit from regular staff meetings and supervision sessions. They regularly observe each other to identify areas for improvement. A clear action plan is in place to help inform continuous improvements in the quality of service offered to children and their families.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the signs and symptoms that may indicate a child who is at risk of harm. They know the correct procedures to follow if they have any concern about a child or the behaviour of another staff member. The management team regularly tests staff on their understanding of safeguarding issues. This helps to ensure that all staff know they have a duty of care to the children. In addition, they know where they can gain further support and guidance from within the club or through outside agencies.

Setting details

Unique reference number	EY338689
Local authority	Kirklees
Inspection number	10063971
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	4 to 11
Total number of places	24
Number of children on roll	28
Name of registered person	Jitterbugs Nurseries Ltd
Registered person unique reference number	RP523244
Telephone number	01484 862695
Date of previous inspection	9 October 2015

Information about this early years setting

Lanefields Out-of-School Club registered in 2006 and is owned and run by Jitterbugs Nurseries Ltd. The club operates from St Aidan's C of E Academy. The club employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The club opens from Monday to Friday. Sessions are from 7.30am to 9pm and from 3.15pm until 6pm.

Information about this inspection

Inspector

Julie Dent

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 and manager completed a learning walk across all areas of the provision to understand how managers and staff organise the curriculum and environment.
- The inspector observed activities and the quality of staff's interactions with children. She talked to the manager, children and staff at appropriate times throughout the inspection.
- A joint observation of a planned activity was carried out by the inspector and the manager.
- The inspector spoke to parents and took account of their views.

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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