

Inspection of Hebble Harlequins @ Bolton Brow

Bolton Brow Primary Academy, SOWERBY BRIDGE, West Yorkshire HX6 2BA

Inspection date:

21 September 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 excitedly enter the safe, relaxed and friendly club. They happily follow daily routines. Children hang up their coats, place their shoes on the rack and put their school belongings away. They line up to choose what they would like from the healthy snack options, which staff prepare hygienically. Children readily make other decisions, such as whether they want to play inside or outside. They have fun and enjoy their time at the club.

Children take part in a good range of activities, designed by staff to foster children's social skills and friendships. For example, children play together imaginatively with role play toys. Staff successfully build on the knowledge, essential skills and positive attitudes that children require for successful learning in school. Children concentrate during engaging activities, such as painting autumn trees. They thrive on staff's warm and positive interactions that motivate them.

Children have an excellent involvement in how the club is run. They demonstrate high levels of confidence, self-esteem and independence as they lead their own play. Children demonstrate excellent behaviour as they follow the displayed club rules, which they help to create. Children are kind, polite and respectful to one another, which is something that staff model well.

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

- Staff plan and organise activities effectively to create a stimulating and welcoming club. They fully consider children's interests and their snack and activity ideas, which helps children to feel valued. Staff adapt their planning to support children emotionally through spontaneous events, such as the death of The Queen.
- Staff develop excellent partnerships with the host school. For example, they obtain the Reception class teacher's planning, in order to complement what children are learning in school. Furthermore, staff discuss how they can support children's individual targets and any specific needs.
- Staff help to reinforce children's early mathematical and literacy skills through enjoyable activities, such as baking and mark making. Children precisely colour in the picture of a peacock to create its bright plumage, and they draw pictures and patterns with chalk outdoors.
- Staff support new starters effectively. For example, children attend settling-in sessions where they receive a 'goody' bag of items, including photos of staff. Parents complete an 'All about me document' with their children. This helps staff to find out about each child's uniqueness, their interests and what they like.
- Staff foster positive relationships with parents. For example, new parents attend

information sessions, alongside receiving a welcome brochure. Subsequently, the manager plans 'coffee and cake' events, displays notices and shares information via newsletters and the club's social networking website.

- Children demonstrate good independence. For example, they choose items from the pitta bread platter and dispose of waste in the designated bin. Staff display posters reminding children about good table manners, such as finishing the food in their mouths before speaking.
- Staff offer children ample praise and encouragement, which helps to foster children's self-esteem and confidence. Children proudly show off their completed artwork, and staff positively share in their achievements.
- Staff reinforce early messages about living a healthy lifestyle effectively. For example, children enjoy ample fresh air and physical activity, and staff limit children's time on the games console. Staff create 'healthy eating' displays with posters and children's collages. They plan experiments that show the effects of sugar on teeth, distribute toothbrushes and toothpaste, and take part in dental health initiatives.
- Staff demonstrate good-quality interactions with children, which sustains children's engagement. For example, staff model how to create an autumn tree using different painting techniques. As children make self-portraits using mark-making and craft resources, staff ask questions that help children to talk about their uniqueness.
- Staff help children to learn about diversity in certain respects, such as taking part in activities linked to special celebrations. However, staff do not consistently expand on children's understanding of a broader representation of people, families and communities beyond their own.
- The manager is a good role model for staff. She continually reviews practice with staff and encourages them to attend training. The manager makes future plans, which include extending the coaching and mentoring of less-qualified staff.

Safeguarding

The arrangements for safeguarding are effective.

The provider has rigorous recruitment, vetting and induction procedures. This ensures that children are well cared for by suitable staff who have a good understanding of their roles and responsibilities. Staff undertake good risk assessments to help children to stay safe and minimise accidents or incidents. Staff keep their child protection training up to date. They have a secure knowledge of the indicators of abuse and fully understand how to report any concerns. This helps to keep children safe from harm. Staff display information that highlights to parents the dangers of the internet and how they can keep children safe when using technology.

Setting details

Unique reference number	EY482472
Local authority	Calderdale
Inspection number	10216035
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 10
Total number of places	23
Number of children on roll	50
Name of registered person	Hebble Harlequins Limited
Registered person unique reference number	RP530843
Telephone number	07772933851
Date of previous inspection	27 September 2016

Information about this early years setting

Hebble Harlequins @ Bolton Brow registered in 2014. The out-of-school club is independently run but operates from a classroom within Bolton Brow Primary Academy in Sowerby Bridge. The club employs four members of childcare staff. Of these, three staff hold relevant qualifications; one at level 2, one at level 3 and one at level 4. The club opens from Monday to Friday, during term time. Sessions are from 7.30am until 9am and from 3.15pm until 6pm. The club solely accommodates the children of Bolton Brow Primary Academy.

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 and completed a learning walk of the areas used by the club with the manager. She also spoke to the manager to find out how the club is organised and the range of activities provided.
- The manager and the 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.
- The inspector checked a sample of documentation, including certain policies and procedures, certificates of training and documents relating to the suitability of staff. The manager shared parent questionnaires and other written feedback from parents.
- The inspector held regular discussions with the 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.

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