

Inspection of Boosters Out of School Club

Crow Lane Primary School, Crow Lane, HUDDERSFIELD HD3 4QT

Inspection date:

1 November 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 happily enter the out-of school club and are greeted warmly by the friendly staff members. Children enthusiastically say 'hi' and shout 'let's go Boosters!' There is a delightful atmosphere in this fun club as sounds of children's chatter and laughter echo around the room. Staff chuckle as children try to catch them out with funny riddles and jokes.

Children are at the heart of the club, and their opinions are valued by staff. They make choices about what they would like to do at the club and take part in monthly 'child-committee' meetings. Staff plan a range of engaging activities with children's interests in mind. Children enjoy playing with a range of indoor and outdoor activities and resources that are available to them. For example, they make models with construction materials, bake gingerbread biscuits, plant bulbs and make fireworks with craft materials.

Children have a powerful sense of belonging in the club. Staff show a real interest in the lives of the children. Conversations between staff and children are genuine and meaningful. For example, children talk about their recent holidays and what they did for Halloween with their families.

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

- Leaders have a clear vision of what they want for children attending the club. They talk confidently about how they want children to have a sense of ownership of the club. This vision shines through in practice as children decide on their own rules, which focus on kindness. Children make decisions about their time at the club and express themselves confidently.
- Leaders have good oversight of the strengths and weaknesses of the club. They effectively reflect on their practice and continuously make improvements. For example, staff have come up with new ideas to offer children a range of experiences, such as a trip to a museum using public transport and offering a lending library and a gardening club.
- Staff support children's understanding of healthy lifestyles. Children manage their own personal hygiene well. They understand the importance of good handwashing routines before eating. Children are provided with a healthy and nutritious range of snacks. Furthermore, they have regular opportunities for exercise and fresh air.
- Children develop their independence. They plan and prepare their own healthy snacks. Children confidently use a knife to cut up cucumber and tomato, grate cheese and pour their own drinks. Furthermore, staff encourage children to use their thinking skills and make independent decisions, such as deciding if they

need to wear a coat outdoors.

- Children behave very well. Staff have high expectations of children's behaviour and communicate these clearly. Children need very few reminders, and any reminders are responded to promptly and positively by children. For example, when children become excited about playing outside, they run to get their coats. Staff quickly and calmly remind them to walk indoors, and children stop at once. Furthermore, children agree and explain that they need to walk so they do not fall and hurt themselves.
- Children develop respectful relationships with each other. Children are kind and considerate and are quick to help each other. For example, when children struggle to carry a heavy bag of compost alone, other children notice and rush over to offer a helping hand.
- Staff feel well supported by the manager. They work very closely together and appreciate the opportunities to discuss their ongoing well-being. The manager holds regular team meetings and individual supervision meetings with all staff. Together, they decide on areas for further professional development, to enhance staff's knowledge and skills further. For example, staff have attended training about creative play and adverse childhood experiences.
- Parents are happy with the care that their children receive from staff at the club. Parents report that their children love attending and sometimes do not want to go home at the end of their session.
- Staff provide good support for children with special educational needs and/or disabilities. They develop individual education and play plans to ensure that all children are included and to provide tailored support for every child.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibilities to keep children safe and protect them from harm. The premises are safe and secure, and all staff hold paediatric first-aid certificates. All staff attend safeguarding children training. They have a sound understanding of possible indicators of abuse. Staff can identify the signs and symptoms that suggest a child's welfare may be at risk. They understand the procedures to follow if they have any concerns about a child. Staff know how to report their concerns to the relevant authorities.

Setting details

Unique reference number	EY395751
Local authority	Kirklees
Inspection number	10229346
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	30
Number of children on roll	67
Name of registered person	Boosters Out of School Club Committee
Registered person unique reference number	RP905357
Telephone number	01484460488
Date of previous inspection	28 November 2016

Information about this early years setting

Boosters Out of School Club registered in 2009 and is located in Huddersfield. The club is open from Monday to Friday. During term time, sessions are from 7.30am to 8.50am and from 3.20pm to 6pm. The club also operates during school holidays, from 8am to 6pm. The club employs six members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and above.

Information about this inspection

Inspector

Natalie Stringer

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 viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working at the club.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.

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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