

# Inspection of Marsden Kids Club Community Interest Company Ltd

The Parochial Hall Marsden, HUDDERSFIELD, West Yorkshire HD7 6DN

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Inspection date:

28 March 2023

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

**This  
inspection**

**Met**

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Previous  
inspection

Outstanding

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

### **This provision meets requirements**

Children are secure, happy and feel valued in this setting. They walk in pairs and are carefully supervised on the walk back from school. Staff stop the traffic at roads, so that children can cross safely. They organise the setting well and create a familiar routine. Children know what is available, what is expected and what is coming next.

Children are given choices and take turns as they settle into the session. They choose what to have for snack and whether to read a book or join the group for 'show and tell'. Children learn about each other and praise the achievements of others. They are confident, friendly and curious. Children introduce themselves to visitors and ask questions.

Staff are deployed around the hall among children. They encourage children to participate in games and activities. Interactions between adults and children are positive, playful and engaging. For example, when children play a questioning game of 'guess who', staff are enthusiastic and encourage children with clues. Children ask questions and get excited when they know the answer. They enjoy making a head with cotton wool and grass seed. Younger children watch older children and concentrate as they stuff the sock and choose eyes to make a face.

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

- Children choose a healthy snack and sit together at tables to eat and chat. Older children comment that they love it at the setting. Children say that they enjoy the opportunity to chat and play together without the internet.
- Staff know children well. Children's views and beliefs are valued. Staff promote inclusion, diversity and gender awareness. They are sensitive to the care needs and privacy of children. Staff monitor the toilets, supporting younger children when necessary. Children are reminded to wash their hands before they eat.
- Staff operate a key-person system for pre-school children. Staff choose to keep a book for recording their observations and progress of children, and the events that they take part in. They share these with parents.
- Parents speak glowingly of the setting. They say that their children are happy and enjoy the activities and spending time together out of school. Parents appreciate the kindness of staff and say that communication is good. They say the setting is part of their community. Parents feel that they know staff well and always feel welcome. Staff share information with parents in daily conversations, through emails and a social media page.
- Managers and staff meet for a briefing before each session. They check the list of children to be collected, what snacks and activities are available for children

and how staff will be deployed.

- Staff work well together, for example they share the responsibilities for answering the door and greeting parents. Staff have regular staff meetings and identify areas they would like to develop, such as enhancing the outdoor provision.
- Staff involve children in their plans. For instance, children have helped to plant seeds that are growing on the windowsill and will be planted in raised beds outside. The manager has a vision for developing outdoor practice. She recognises the value of outdoor provision and that children enjoy being outside.
- Staff attend the local school each day and develop good relationships with staff and families there. Managers receive regular updates about local safeguarding procedures and use these to update the setting's policies.
- Managers liaise with other agencies and professionals to access support and training. Staff have recently undertaken training and are enthusiastic about this, saying that they feel more confident in their role. Managers carry out staff appraisals and suitability checks with staff. This helps them to plan a programme of continuous professional development for individual members of staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are knowledgeable and recognise the importance of their role in identifying, helping and managing safeguarding. They know how to make a referral about an adult or child and where to get more information and support. Managers display information, guidance and relevant contact numbers in the setting and share these with staff in the safeguarding policy. Staff accurately complete attendance registers and check during the sessions at key points, such as leaving school and arrival at the setting. They record accidents and share these with parents. Staff know how to keep children safe on the internet and social media.

## Setting details

<b>Unique reference number</b>	EY487224
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10280800
<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>	3 to 11
<b>Total number of places</b>	45
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Marsden Kids Club Community Interest Company
<b>Registered person unique reference number</b>	RP907687
<b>Telephone number</b>	07855350347
<b>Date of previous inspection</b>	15 September 2017

## Information about this early years setting

Marsden Kids Club Community Interest Company Ltd registered in 2015 and is located in Huddersfield. The setting employs five members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday, during term time. Sessions are from 3pm until 6pm.

## Information about this inspection

### Inspector

Caroline Brooks

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the setting.
- The manager showed the inspector around the areas used by the setting and explained how the setting is organised.
- The inspector spoke to children during the inspection.
- The inspector accompanied staff and children as they walked to and from school to see how the setting operates.
- The inspector held a number of discussions with the manager and staff.
- The inspector looked at relevant documentation and evidence of the suitability of staff.
- The inspector observed play, activities and interactions between children and staff.
- The inspector took account of the views of parents through discussions during 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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