

Inspection of Slaithwaite After School Club

Community Centre, Bankgate, Slaithwaite, Huddersfield, West Yorkshire HD7 5DL

Inspection date:

28 June 2023

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

**This
inspection**

Not met (with actions)

Previous
inspection

Good

What is it like to attend this early years setting?

This provision does not meet requirements

Safeguarding arrangements to ensure that children are safe are not effective. Leaders do not make sure that staff who work with children have an adequate understanding of safeguarding. Leaders do not identify weaknesses in staff's safeguarding knowledge or practice. Staff do not receive the support they need to improve their knowledge.

Despite the serious weaknesses identified, children are settled and enjoy their time at the club. They show excitement when staff collect them from their schools. Children receive good levels of support and reassurance from staff. They talk enthusiastically with staff about the activities they want to do. Children quickly settle into the routines of the club and chat with their friends. Staff encourage children to do things for themselves whenever possible to help promote their independence. Children make choices on the direction of their play and become engaged in their chosen activity. For example, older children enjoy playing a game of table top football and others choose to draw.

Children demonstrate good attitudes. They are respectful and say 'please' and 'thank you' to each other and staff. Staff praise children for listening and following instructions. Children nominate each other for acts of kindness, and they receive a raffle ticket to go into a prize draw, which helps to support their emotional well-being.

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

- The manager does not ensure that she keeps her safeguarding training up to date. This hinders her ability to know how to manage safeguarding concerns. As a result, she is unable to fulfil all aspects of her designated safeguarding lead role effectively. This compromises children's safety. In addition, the deputy designated safeguarding lead cannot provide evidence of completing the required training.
- Children behave very well. They respect the rules and boundaries which staff instil. Staff use gentle reminders and explanations to support children to follow rules. They regularly discuss children's feelings and talk about the reasons they are feeling the way they are. This supports children to learn how to regulate their emotions and feelings.
- Staff and leaders consider inclusion and diversity for all children. For example, staff embrace celebrations, such as Pride and the festival of Eid. Staff encourage children to bring in items and photos to give clear explanations of their own cultural backgrounds. This helps to provide children with a deeper understanding of the world around them.

- Staff plan a range of activities to help children develop their fine-motor skills. For instance, children use tools, such as scissors and sewing materials, to make bookmarks and puppets. They show an interest in the wide range of art and craft activities on offer.
- Parents describe how their children look forward to attending the club. They also comment on the good communication which is shared between the school and club's staff. This assures parents that their children's individual needs are well understood.
- Children enjoy a range of healthy foods and have access to fresh fruit for snacks. Mealtimes are a sociable occasion as children sit and chat to their friends. Staff obtain information about children's special dietary requirements, preferences and food allergies, and ensure that these are adhered to.
- Staff understand the importance of providing opportunities for children to have fresh air and to be physically active. Children have access to a large playground where they can run and play football. Staff understand that children need time to unwind after a day at school, and engage in fun games, such as board games, with them.
- Managers have put in place a staff performance management system. For example, staff regularly reflect on activities and attend staff meetings. However, these existing arrangements are not always effective and result in inconsistencies among the staff team. This results in weaknesses in staff's practice not being identified. Consequently, staff do not receive the mentoring, coaching and support which they need to improve their interactions with children or develop their skills and knowledge.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have not ensured that staff have sufficient knowledge to identify and take action should a safeguarding concern arise. Although staff can identify some of the signs that children might be at risk of harm, they do not all have a secure understanding of all safeguarding concerns. Not all staff understand how to recognise symptoms of abuse, such as the 'Prevent' duty. Staff hold appropriate paediatric first-aid certificates to ensure that they can attend appropriately to a first-aid incident. Staff deploy themselves appropriately to make sure that children are supervised at all times during their play.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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take action to ensure that the designated safeguarding lead attends child protection training and keeps their knowledge up to date	20/07/2023
ensure that all staff have an up-to-date knowledge of a range of safeguarding issues, such as the 'Prevent' duty	20/07/2023
make sure that all required documentation is available for inspection, including designated safeguarding lead training certificates	20/07/2023
ensure that existing arrangements for supervision sessions monitor staff's practice and provide coaching to develop their effectiveness.	20/07/2023

Setting details

Unique reference number	311421
Local authority	Kirklees
Inspection number	10289386
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 12
Total number of places	50
Number of children on roll	50
Name of registered person	Slaithwaite After School Club Committee
Registered person unique reference number	RP523239
Telephone number	01484842854
Date of previous inspection	23 November 2017

Information about this early years setting

Slaithwaite After School Club registered in 1992 and is run by a voluntary management committee. It is located in Huddersfield. The club is open Monday to Friday during term time from 3pm until 6pm. The holiday play scheme is open Monday to Friday from 8am until 6pm. The club employs five members of staff to work with the children, including two who hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- This was the first routine inspection the club 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 club.
- The provider and the inspector completed a learning walk across all areas of the club to understand how the manager and staff organise the environment.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to leaders, staff and children at appropriate times throughout the inspection.
- The inspector viewed some documents relevant to the inspection process.
- A joint observation of a planned activity was carried out by the inspector and the deputy manager.
- 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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