

Inspection of The Brambles After School Club

Brambles Primary Academy, Cambridge Road, Huddersfield HD1 5BU

Inspection date: 9 April 2024

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and settled in this after-school club. They spend long periods of time engaged in their play, exploring their ideas. For example, when children talk about aliens crash landing in the school playground, staff follow their discussions, asking questions about what happened. This helps children to be creative and make up their own ideas.

Staff greet children warmly and make children feel valued. They plan a range of activities with children's needs and interests in mind. Staff consistently give their full attention to children and develop strong relationships with them. Parents say how happy they are when they see their children playing with staff as they arrive. Staff recognise and celebrate dates and events that are important to children. For example, they make birthday cards and encourage the whole group to sing 'Happy Birthday' on children's birthdays. This helps children to learn about customs and develop a sense of community.

Staff embed rules and routines that support children to know what is expected of them. For example, when staff count backwards from five, children know to stop what they are doing to listen to their instructions. Children generally behave very well and staff address any minor issues quickly. For example, they ask children to use quieter voices when noise levels increase and explain it is safer to sit down on a chair rather than kneel on it. Staff and children respect each other. Children demonstrate they feel safe as they play calmly. They chat with each other or sing songs to themselves, feeling free to express themselves.

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

- Children play together with friends of all ages. Where there are small disagreements, older children help younger children to solve problems. For example, older children suggest saying the rhyme, 'Eeny, Meeny, Miny, Moe' to sort out who will be the grandma as they pretend to go shopping. Staff play alongside children in their pretend play, helping children to connect their thoughts. For example, they pretend to eat food that children have made and make suggestions about what they could have for dessert to extend the play.
- Children join in play activities with expression in their voices, developing their language skills. Staff comment on how expensive the food is at the role-play shop and link this to the real world cost of living. Children play along with this and use even bigger numbers to create more drama.
- Staff take time to teach children new skills as they play. For example, they show younger children how to cut with scissors correctly and allow them to practise this skill. They model techniques when playing games, so that children develop

their physical skills and game tactics.

- Staff prepare snacks for children that are varied and balanced. They choose foods with a low-sugar content and make sure that children have access to water throughout the session. Leaders train all staff to have a good understanding of any food allergies and medical conditions that children may have.
- Leaders ensure that the after-school club is well organised. Staff state that they are happy working in the after-school club and feel well supported. They understand their roles and responsibilities and work together to ensure the smooth running of the session. Staff at the after-school club communicate well with staff at the school they are located within. For example, they share information about safeguarding and any additional needs that children have.
- Staff support children with special educational needs and/or disabilities well. Parents speak highly of staff and the way that all children are included in activities. They appreciate the good communication from staff at the end of each day.
- Children are confident communicators and speak eloquently to each other. Staff engage children in long conversations. They introduce new words, such as 'rover', as they share non-fiction space books together. Children enjoy listening to staff read and also spend time looking at books quietly by themselves.
- Staff do not always encourage children to be independent and take responsibility for the environment. For example, children leave resources without putting them away and, at mealtimes, children wait at tables to be served by staff. At the end of the session, staff collect children's belongings. This means that children do not always learn that it is important to look after resources and their independence is not consistently promoted.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2660642
Local authority	Kirklees
Inspection number	10332917
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	65
Number of children on roll	40
Name of registered person	Charlton, Gary David
Registered person unique reference number	RP537009
Telephone number	07951497659
Date of previous inspection	Not applicable

Information about this early years setting

The Brambles After School Club registered in 2021. It is independently run and is situated in the grounds of the Brambles Primary Academy in Huddersfield. The club employs four members of staff. The manager holds a qualification at level 3. The after-school club opens during term time, from 3.15pm until 5.30pm, Monday to Friday, except for bank holidays and school training days.

Information about this inspection

Inspector

Ginny Robinson

Inspection activities

- This was the first routine inspection the after-school 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 after-school club.
- The inspector spoke to children and parents during the inspection, taking into account their views.
- The inspector had a tour of the premises and observed the measures in place to keep children safe.
- The inspector looked at a sample of the after-school's documents. This included evidence of training and suitability of staff.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The manager and inspector held a meeting.

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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