

Burton Out of School Club

Highburton Village Hall, Highburton, Huddersfield, West Yorkshire, HD8 0QT

Inspection date	06/09/2013
Previous inspection date	10/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's safety is of high priority. There are effective systems in place for the safe management of the club. Children learn how to manage their own safety through effective support, routines and procedures.
- Children benefit from an interesting range of activities and from being able to choose when to play indoors or outdoors. This means that they are able to either play on their own or with their friends and can release excess energy at the end of the school day.
- Children have warm relationships with the staff who care for them. Therefore, they are happy and content at the holiday club.
- Staff support older children to 'buddy' younger children new to the club. This supports the sense of belonging and self-esteem of all children who attend.

It is not yet outstanding because

- The role of the key person is embedded effectively in practice. However, there is some lack of clarity for parents as they do not have a secure understanding of who the staff are, who support their children.
- The environment is not laid out to maximise the opportunities for children to have times of relaxation and comfort.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector talked to the children; she observed tea-time, activities in the main hall and outside play area.
- The inspector looked at the records of the children's personal files and documents for the safe management of the setting.
- The inspector talked to the chair of the committee and to the manager of the club.
- The views of five parents were obtained as they collected their children from the club.

Inspector

Anne Mackay

Full Report

Information about the setting

Burton Out of School Club and Holiday Play Scheme was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is a non-profit making organisation and it is managed by a voluntary committee. It operates from rooms within Highburton Village Hall, which is situated close to village amenities, including a regular bus service to Huddersfield. The club is open weekdays during term time from 7.30am to 9am and 3.30pm to 6pm. The holiday play scheme runs weekdays from 8am to 6pm. All children share an enclosed outdoor play area and sensory garden.

All of the children who go to the Out of School Club attend Highburton First School. The holiday play scheme is open to the wider community. Children attend for a variety of sessions. There are currently 50 children attending, eight of whom are in the early years age group.

The Out of School Club employs 10 members of childcare staff. All of the staff hold appropriate early years qualifications at level two or above, including one member of staff with Qualified Teacher Status.

The club has some links with other Early Years Foundation Stage providers and it is affiliated to 4Children and the Out of School Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the partnership arrangements with parents, to ensure that all parents are fully aware who is their child's key person

- enhance further the indoor environment, so that opportunities for young children to have relaxing times of calm and comfort are extended.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy attending this club and are busy and engaged in their play. They select what they wish to do from a wide range of resources that promotes all areas of learning.

Staff are well trained and child focused. They show a good understanding that this is an after school club and children need time to relax and enjoy themselves. Staff carefully balance this need with opportunities for children to participate in a wide range of activities that support their development and complement the learning they gain in school.

Staff use the comprehensive settling-in process and documents to find out about the children's likes, interests and skills. This means that practitioners have a clear understanding of children's starting points, which enables them to build on children's interests and abilities from the start, in partnership with parents. Staff complete some observations, which help them to plan future activities to meet the learning needs of the children.

Children in the early years age group are well-supported by staff, who know the children well and promote their learning through play. For example, staff get down on the carpet with children to play with the small world animals and dinosaurs. Staff capture the attention of children through the skilful use of questioning, extending their use of language and imagination as they talk about what the dinosaurs are doing. Older children challenge staff to their board games; these extend the children's understanding of counting, the meaning of words and how to take turns according to the rules of the game.

Staff have a very good understanding that children have different needs at the end of a busy school day. Some children revel in being exuberant and making lots of noise banging a drum and tambourine within their music making. Others like to take the opportunity to sit and read quietly, choosing from an interesting range of books. Staff are relaxed and ensure that individual choices are respected. Children of all ages take great delight in taking their turn in playing on one of the tablet computers. These new resources give children access a wealth of exciting activities that extend their critical thinking and manual dexterity. Children quickly grasp new technological skills that will be of benefit to them in school and in later life. Photographs are taken to share with parents and to add to the album of photos which shows children take part in a wide range of activities and events throughout the year.

Children's physical skills are promoted as they are able to play outdoors on a daily basis in the adjoining play area of the hall or, weather permitting, on the neighbouring school playing fields. Older children help those new to the club to join in with a skipping game. Children are cooperative; they have fun and are confident in joining in larger group games with good support from the staff. The club provides children with social and practical opportunities, which supports and extends their newly acquired skills and develops their understanding of the wider world.

The contribution of the early years provision to the well-being of children

The Out of School Club provides a well-resourced and welcoming environment both indoors and outside. Young children form strong bonds with other children within the club and with staff. There is very friendly atmosphere where children chat happily about their

day because key persons know children extremely well. Noticeboard and photographs at the entrance hall inform parents who their child's key person is. Staff develop very effective relationships with parents, and parents state that they and their children are very ably supported by the club. However, there is some lack of clarity for parents as they do not have a secure understanding of who is their child's key person.

Children are gaining confidence as they are well-supported in accessing all areas of play and activities by staff who are aware of the children's individual needs. Staff ensure that one part of the hall includes cushions for children to sit on, but the organisation of resources does not include a fully comfortable, cosy area for children who wish to relax quietly.

Children learn about a healthy lifestyle through every day routines and planned activities. They are encouraged to talk about the foods they like, and their choices are incorporated within the two weekly menu. Healthy lifestyles are further promoted as newsletters provide gentle reminders that chocolates and sweets are discouraged at the club

Children sit together to have their tea. This is a social time and children talk about the school day, their new teachers and classrooms at the start of a new term. Children's independence skills are enabled as they help themselves to drinks and pieces of fruit. Older children enjoy the responsibility of carrying hot bowls of soup, being carefully watched by staff to ensure that there are no accidents along the way back to the table.

Staff are good role models as they are polite, warm and respectful to children. They encourage all children to take part, share and join in both the planned and spontaneous play. When playing outside, staff give the children gentle reminders not to run in front of others and watch where they hit the football. Children are learning how to keep themselves safe and to be aware of how their actions impact on others playing nearby. Children's safety is further assured as they regularly practice fire evacuations from the building. Staff ensure that, when the procedures change, additional daily practices take place so that all children become very familiar with the new rules.

Children's behaviour is good; they are polite and have good social skills. Younger children new to the club are provided with a 'buddy' who they may already know from their neighbourhood and this helps them settle and form new relationships. All children respond quickly to staff when asked to help tidy away before they go outside to play and at the end of the day. They are learning skills that will enable them to take part in new experiences with confidence at school and later in life.

The effectiveness of the leadership and management of the early years provision

The manager and staff at the club are committed to providing a welcoming and stimulating environment for children to be cared for and play after school. They have a good understanding of how children learn through play. The manager of the club has recently introduced new methods to aid activity planning. This provides a framework for staff to formulate plans that are flexible and securely rooted in children's interests and

needs. As a result, resources and activities capture children's attention and encourage them to participate.

Staff have a secure understanding of safeguarding procedures and follow these rigorously. They know who to report any concerns to that they may have. They are clear that they would not hesitate to take action if necessary to protect a child. Comprehensive risk assessments are in place and are updated regularly. These are backed up by a system of daily visual checks of all resources and the overall environment indoors and outside. Any accidents or injuries that occur to children while at the club are thoroughly recorded on accident forms that are signed by parents and staff.

Robust recruitment and selection processes are in place to ensure that all staff are fully assessed and have the skills to work with children. For example, all staff have had the relevant checks, and references are carefully followed up. Detailed induction takes place before staff begin working with children and all staff complete a self-evaluation questionnaire. The manager uses this as the basis of further discussion and appraisal of staff skills. In addition, staff are encouraged to take up training and further qualifications to ensure that they continue to enhance their practice and provide the best levels of care to children.

The manager knows the strengths and weaknesses of the club well. She consults with parents through questionnaires and makes sure that she takes on board any suggestions. For example, changes were made to menus as a result of parental feedback. The manager takes on board the advice from staff from the local authority and attends the local learning network to share best practice. This means there is a focus on continuous development to improve the club for the children.

There are many effective mechanisms in place to support parents to be involved in their children's care and learning while at the club. Regular newsletters are sent out, so that parents are fully informed and they are invited to attend Annual General Meetings and Christmas concerts. Parents are encouraged to take part in the running of the club if they wish to do so. Children's learning is further supported as there are strong links and regular meetings with the local first school. Informal daily contact with teachers ensures that staff from the club are fully in touch with events that have occurred during the school day. A message book system ensures that staff from the club pass all relevant information on to parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	503641
Local authority	Kirklees
Inspection number	910221
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	50
Name of provider	Burton Out of School Club Committee
Date of previous inspection	10/03/2010
Telephone number	01484606065

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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