

# Burton Out of School Club

Kirkburton Middle School, Turnshaw Avenue, Kirkburton, Huddersfield, HD8 0TJ

<b>Inspection date</b>	10/06/2014
Previous inspection date	08/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff provide children with interesting and challenging activities, helping them to effectively learn and develop skills during the activities and daily routines at the club.
- Children have strong bonds with staff and their peers. Consequently, they enjoy their time at the club. They settle well and play together happily.
- The children are safeguarded well. The club is organised efficiently. Staff understand their roles and responsibilities, and are well deployed to ensure children are kept safe and have fun.
- Partnerships are well established with parents. These clearly enable staff in the club to provide good care, based on the children's individual needs.

### It is not yet outstanding because

- There is scope to enhance children's independence and self-help skills during mealtimes, so that their independence and confidence in their own abilities can be further extended.
- Children's independent learning and opportunities to help them understand the meaning of words in the environment are not fully maximised, because not all boxes and drawers containing resources are clearly labelled.

## 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 observed activities in the playroom and outdoors.
  - The inspector had discussions with the manager, staff, children and parents.
- The inspector sampled a range of documentation; including safeguarding
- procedures, staff details and qualifications, risk assessments, and policies and procedures.

## Inspector

Helene Terry

## Full report

### Information about the setting

Burton Out of School Club was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary committee. The club operates from a room, in the pavilion on the site of Kirkburton Middle School in Kirkburton, Huddersfield, West Yorkshire. There is an area available for outdoor play. The club employs nine members of staff, eight of whom hold appropriate early years qualifications at level 2 or above. The deputy manager is studying towards a qualification at level 5. The club is open Monday to Friday during term time, from 7.30am to 9am and from 3.30pm to 6pm. Children attend for a variety of sessions. There are currently 35 children attending, of whom six are in the early years age group.

### What the setting needs to do to improve further

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

- enhance children's independence and self-help skills during mealtimes, for example, by encouraging children to help prepare and serve their own meals and snacks
- explore ways of enhancing opportunities for children to choose resources independently and recognise that words have a meaning, for example, by labelling boxes of toys.

## Inspection judgements

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

Staff have a secure knowledge of how to complement children's learning and development in a play-based environment. The staff demonstrate very good knowledge of each child's needs, through strong and effective communication with parents and well-documented records on entry. Staff observe and consult with children in order to establish their interests. They then plan meaningful and interesting activities that keep children motivated and engaged. Key staff maintain regular reviews of children's skills, through routine observations to identify the next steps of their learning and development. Teaching is good because staff have high expectations of the children and effectively encourage them to further develop their skills for their future learning. Parents are involved in their children's learning effectively. For example, they have access to their children's achievement files, and staff regularly have discussions with parents to promote continuity of care and learning.

Teaching is good because learning experiences are tailored to meet children's needs and interests. The learning environment provides children with experiences across all the seven areas of learning throughout the sessions and therefore, children's progress is good.

However, many of these resources are stored in boxes that are not clearly labelled. This does not make the best use of opportunities to fully enhance children's understanding that words have a meaning, or their ability to fully make choices about the resources that are available. Children learn important skills during their play. For example, staff help children to work together by demonstrating and explaining how to play team games. Children listen respectfully and are keen to take part. There are a range of opportunities for children to practise writing for a purpose, such as when they make cards for their family. Staff support children in writing sentences and help them spell out words phonetically. Staff challenge children to think, develop logic and solve problems as they play matching games, build tools from construction sets or make complex bracelets from elastic bands. They allow children plenty of time to work things out for themselves, which builds their confidence and capacity for learning. Children learn about the natural world as they collect flowers and observe them under the magnifying glass. In addition, staff support children to understand and use technology as they press their flowers and laminate them onto paper. Staff provide lots of opportunity for children to be creative and express their thoughts and feelings. Children imitate their experiences as they play in the home corner or dress up as 'ladies' or 'princesses', using a variety of different textured materials.

The club provides children with great opportunities to extend their learning outdoors. Children benefit from different outdoor play areas. For example, children play ball games and develop their coordination as they kick, throw or bat the balls with peers and staff. They enjoy the wheeled toys provided for them to develop their balance and coordination. The club helps children to become aware of their own identity and different cultures through planned activities. Children take part in creative activities to celebrate a range of festivals. In addition, the children use a variety of books and other play resources that reflect the wider world. Consequently, children learn to value and respect people's differences and similarities.

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

Children settle into the club very well. Parents are encouraged to bring their children for 'stay and play' sessions prior to them starting. This helps children and staff to get to know one another and supports the children's emotional well-being. All children have a key person responsible for their overall care and well-being. Children's key persons work closely with parents to ensure children's individual needs are met well. Staff and parents maintain regular discussions about children's experiences at the club, and about the care and learning provided for them. The club is well-resourced and organised well, with a range of activities provided for the children when they arrive from school. The walls are adorned with stimulating, interesting posters and children's art work. This boosts children's self-esteem and gives them a sense of belonging.

Children are confident and staff support them to be generally independent throughout the daily routines. For example, children make choices about the activities they wish to do and whether they wish to play indoors or outdoors. However, children are not fully involved in helping to prepare and serve their own snacks and meals. Consequently, self-help skills, and their independence and confidence in their own abilities are not fully maximised. The club promotes healthy living, providing children with a variety of healthy meals and

snacks. The club has a healthy eating award from the local authority. Children benefit from the great opportunities to exercise and enjoy the fresh air in the large outdoor play area. They access fresh water to drink throughout their time at the club and are independent in regards to their personal hygiene care.

Children behave well and play together with their peers in harmony. They are comfortable with the boundaries and rules of the club that they help create. These are clearly displayed to remind children. Staff use lots of praise and encouragement, and there is a reward system in place to promote positive behaviour. Children effectively learn about risks and personal safety. Staff support children to reflect on their own safety and the safety of others, during their play. For example, staff help children risk assess the use of balancing equipment in the outdoor area. As part of their activities, children also learn about road safety and stranger danger as they walk to the club from their school. Consequently, through their play, children show that they feel safe and secure.

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

Staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They know the safeguarding procedures to follow, should concerns about a child or another member of staff arise. Consequently, children's welfare is effectively promoted. The recruitment procedures ensure all staff working directly with children are suitable and capable to provide good care and education. Staff complete comprehensive risk assessments on the premises and equipment, and follow clear health and safety procedures during the course of the sessions. The arrangements for signing children in and out of the club are well managed by the staff. All of the required records, policies and procedures are in place. These effectively support and inform staff of their responsibilities towards the club and children.

The manager and her team work hard to continuously develop and improve the club. Staff evaluate all the activities they provide, in order to adapt the provision to meet the needs and interests of the children. Staff meetings are held regularly, providing staff with the opportunity to reflect on their practice and contribute to self-evaluation. The management team provides good support to staff. Through supervisions and appraisals they ensure staff are comfortable in their roles. Staff receive good access to training to enhance their skills. For example, the deputy manager is currently working towards a foundation degree. Three other staff are working towards a qualification at level 3 in early years or play work. Staff use their growing knowledge to enhance the provision for the children and cascade their skills amongst the staff. Self-evaluation clearly identifies strengths and aspects of practice that requires improvement. The views of the children, parents and staff are taken into consideration and changes are implemented as necessary. The club has a children's committee and they influence changes to the activities, resources and meals. Parent's views are obtained through parent questionnaires; there is a suggestion box placed in the entrance area that parents use anonymously to give their views. All of the recommendations identified at the previous inspection have been effectively addressed, promoting children's well-being and development. The manager has a precise overview of the provision because she closely monitors the staff team and their work. She reviews the

planning to ensure activities are relevant and appropriate to the needs of the children. She also ensures that the environment and resources support children's progress in all areas of learning and development successfully.

There are effective arrangements in place for working in partnership parents, other early years settings and agencies in order to enable all children to make good progress and feel happy, safe and secure. Parents receive good information about the club and their children's daily activities. They access the policies and procedures, and there is lots of useful information displayed in the entrance area. Parents are very complimentary about the club and make comments, such as 'staff are friendly, supportive caring and encouraging' and 'it is a warm and nurturing environment, which is the next best thing to home'. Staff work alongside the school to support children's learning and development. For example, they obtain information about children's interests, themes and topics currently running in the school, complementing this with learning in the club.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY419203
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	870925
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Burton Out of School Club Committee
<b>Date of previous inspection</b>	08/07/2011
<b>Telephone number</b>	01484606263

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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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