

Kirkheaton Out of School Club

Inspection report for early years provision

Unique reference number

EY397100

Inspection date

02/03/2010

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Kirkheaton Out of School Club is one of three settings managed by a partnership. It opened in 2009 and operates from rooms within Kirkheaton Primary School. Children have access to an enclosed outdoor play area within the school grounds. The club is situated in a residential area of Kirkheaton, close to schools, shops, parks and public transport links. It is open each weekday from 7.45am to 8.55am and 3.30pm to 6pm during term time and from 8am to 6pm during the school holidays. The club offers places to children attending Kirkheaton Primary School during term time, and during the school holidays places are offered to children from the local and wider catchment area.

The club is registered on the Early Years Register to care for a maximum of 16 children. There are currently 12 children in the early years age range on roll. The club also offers care to children aged five years to 11 years. This provision is registered on the compulsory and voluntary parts of the Childcare Register. There are currently 23 children in this age range on roll.

There are three members of staff who work with the children, two of whom hold appropriate early years National Vocational Qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners have a good relationship with children, parents and other settings children attend, which promotes their learning and meets their individual needs well. The children are happy and settled and they enthusiastically engage in the varied range of activities on offer. Practitioners provide a safe learning environment that positively promotes diversity, good behaviour and independence. Overall, policies, procedures and documentation contribute to appropriately safeguarding and promoting children's welfare and learning. Through self-evaluation processes, which include seeking views from children and parents, practitioners are proactive in bringing about improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record or risk assessment so that it includes all aspects of the environment that need to be checked on a regular basis, information on who conducted it, date of review and any action taken following a review or incident (Suitable premises, environment and equipment).
- 31/03/2010

To further improve the early years provision the registered person should:

- improve observation, planning and assessment arrangements to ensure they incorporate the identification and planning of individual children's learning priorities
- improve children's understanding of the importance of hand washing before and after eating.

The effectiveness of leadership and management of the early years provision

Overall, steps taken to safeguard children are appropriate. Practitioners carry out regular safety checks and complete risk assessments so that they identify and eliminate risks for children. This ensures the learning environment for children is safe. However, the risk assessment record lacks relevant information, which is a breach in specific legal requirements. For example, it does not reflect all aspects of the environment that practitioners need to check on a regular basis. The club maintains a good range of policies and procedures that contribute to the safe and efficient management of the setting. Practitioners have a good understanding of child protection issues and their roles and responsibilities in protecting children from harm. There are appropriate recruitment and vetting procedures in place to ensure that adults working with children are suitable to do so. These procedures include clear induction programmes so that staff understand what is expected of them.

The club is proactive in monitoring and evaluating the service it provides and, because of this, it has a realistic understanding of the areas that need to be developed. It seeks views from other professionals, parents and children in its self-evaluation processes so that any improvements reflect the needs of the service users. For example, following feedback from parents, practitioners improved the snack menu. Practitioners access a varied range of training courses so that they develop their knowledge and skills and keep up to date with good practice ideas. This promotes positive outcomes for children and contributes to promoting a programme of continuing professional development.

Partnerships with parents are good. Parents receive good quality information about the service provided for their child through welcome information, noticeboards, policies and procedures. Practitioners gather a good range of information from children and parents when they start at the club and this contributes to recognising and meeting children's individual needs. Practitioners and parents regularly share their observations and children's achievements, and this effective working relationship promotes continuity in children's learning and progression. In addition, relationships with practitioners in the school are very good. The club is able to balance and complement experiences children receive in the foundation unit through effectively sharing relevant information. In addition, the club advises that it would endeavour to work with any other professionals if any children needed any additional support or help.

The quality and standards of the early years provision and outcomes for children

Practitioners have good relationships with the children and know them well through being involved in their play and positively interacting with them, and this contributes to meeting their needs. The children have good opportunities to be independent. For example, they make their own choices in play and independently prepare their own snacks through the operation of a cafe-style system. The children are happy and settled at the club and they approach their play with enthusiasm. Practitioners support children in making good progress through fun activities. For example, children develop their problem-solving skills as they enthusiastically construct and make models, and they write, make marks and create patterns and designs using the computer smart board. These activities support children in developing the appropriate skills for the future in literacy, numeracy, and information and communication technology. In addition, through arts, crafts and role-play, children use their imagination well. For example, children create their own spring pictures to go on the wall display and they laugh with excitement when rolling up in mats pretending to be sausage rolls.

The practitioners have a good understanding of the Early Years Foundation Stage and this means they promote and support children's learning well. For example, through asking children open-ended questions, practitioners challenge children and support them in becoming active learners. Practitioners understand the principles of observation, assessment and planning, especially in working with others so that they complement the activities children receive elsewhere. However, their systems are still evolving and they lack some detail around how they identify and plan for individual children's learning priorities.

Overall, practitioners take positive steps to promote children's welfare. For example, they appropriately manage illness, infection and hygiene so that they appropriately promote children's health and well-being. For example, regular cleaning routines ensure children play in a clean environment. Through everyday routines, such as hand washing after using the toilet, the children have some understanding of health and personal care issues, although they do not always remember to wash their hands before or after eating. The children have good opportunities to be active. They regularly play outdoors and engage in a varied range of physical activities, such as playing football and hide and seek, running, balancing and climbing, all contributing to encouraging children to lead a healthy lifestyle. The children are developing an understanding of how they can keep themselves safe through play, routines and discussions. They take part in fire evacuation practices and they talk about 'stranger danger' and people who help us.

The children have positive relationships with each other and they play well together. For example, children work together to create models and they engage in team games, such as chase and tag. Practitioners manage children's behaviour well; they involve children in devising the club rules so that they understand boundaries and expectations. They praise positive behaviour and explain why certain behaviour is unacceptable, so that the children appropriately learn about right and wrong. The children are developing a good understanding of the world in

which they live, diversity and difference through activities, resources, discussions, inviting people from the local community into the setting and celebrating festivals. This contributes to children developing a respect for themselves and others. In addition, the children have positive self-esteem, a positive self-image and a sense of belonging. For example, they independently display their own work, and their achievements and talents are recognised on the club's talent board.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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