

Upperthong Out of School Club

Inspection report for early years provision

Unique reference number	311412
Inspection date	26/03/2012
Inspector	Diane Turner
Setting address	Upperthong J & I School, Burnlee Road, Holmfirth, Huddersfield, West Yorkshire, HD9 2LE
Telephone number	01484 684584
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Type of setting	Childcare - Non-Domestic

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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

Uppershong Out of School Club was registered in 1996 and is a limited company that is managed by a partnership. It operates from Uppershong Junior and Infant School in Holmfirth and has use of the hall and a secure outdoor play area. The club is open each weekday from 7.45am until 8.50am and from 3.30pm until 6pm Monday to Thursday and 3.30pm until 5.30pm on Friday in school term time.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the childcare register. It is registered to care for a maximum of 38 children under eight years at any one time, of whom all may be in the early years age group. There are currently 82 children on roll, of whom nine are in the early years age group. There are five staff employed to work with the children. Of these, four have relevant early years qualifications ranging from level 6 to level 2 and one is working towards a qualification. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting offers children a warm and welcoming environment where their individual needs are recognised and met effectively. A good range of activities are provided that very successfully match the interests and ages of the children attending. A system is in place for monitoring the children's progress in their learning and development; however, this is not fully developed. Partnerships with parents are good; however, those with other settings the children attend are not fully embedded. Good attention is paid to evaluating the provision and to identifying areas for future improvement, with parents and children fully involved in the process.

What steps need to be taken to improve provision further?

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

- develop further the links with other early years settings the children attend, to ensure effective continuity and progression in their learning and development is promoted through the sharing of relevant information
- develop further the use of assessment to plan for the next steps in children's developmental progress.

The effectiveness of leadership and management of the early years provision

The setting's arrangements for safeguarding children are good. All staff complete training in child protection, and as a result, they have a good understanding of the

possible indicators of abuse or neglect and the procedures for referring any concerns. The premises are kept secure and robust safety assessments are undertaken to identify and minimise any risks to the children's safety. Thorough recruitment and vetting procedures are in place for any new staff to ensure they are suitable to work with children and a range of well-thought-out policies and procedures are in place. These alongside good record keeping ensure the setting is managed efficiently.

Children have ready access to a good range of resources indoors and staff use 'walkie talkies' to alert each other when children want to access the outdoor space which gives them freedom of movement. The owners have a clear vision of what it is they want to achieve for the setting and this is shared fully by the dedicated staff team. Staff meetings are held regularly to evaluate the quality of the care and learning and both parents and children have regular opportunities to express their views of the service through questionnaires, discussion and a comments box. Any suggestions for change are implemented wherever possible. The setting shows a good commitment to continuous improvement. For example, since the last inspection more resources, such as scooters have been purchased to enhance the play opportunities for children outdoors and staff continually access training to ensure their practice is up-to-date. Plans for future improvement are clearly defined in the self-evaluation form and include developing the observation and assessment system to ensure children's progress is tracked more effectively.

Good attention is given to promoting equality of opportunity. Good information is gathered about each child's individual needs and the children are actively encouraged to have a say in the way that the club operates. For example, they are fully involved in drawing up the snack menu. The children have good opportunities to learn about countries from around the world, which supports them in developing a positive attitude towards the cultures and beliefs of others. For example, photographs show them making a large dragon as part of their Chinese New Year celebrations. Partnerships with the local school the setting serves, however, are not fully embedded to ensure a shared approach to the children's care and learning is promoted.

The setting engages very well with all parents. They receive good quality information when they begin to use the service and newsletters and the setting's web site keeps them well informed on an ongoing basis. A steering group consisting of parent representatives has recently been set up which means parents play a full and active part in the running of the club. Parents are highly supportive of the staff team. They state for example, that they find all members very approachable and that they know their children are safe and well cared for.

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

Staff have a good understanding of how children learn and develop. They provide a good range of learning opportunities and strive to make the setting a home from home where children are able to relax or be active according to their needs after a

day at school. For example, the children are able to make free choices in their play and can take part in focused activities if they wish, such as making bird feeders and creating decorations using fir cones and greenery. Staff give high priority to promoting children's personal, social and emotional development which enables them to become independent. The children take an active part in drawing up the rules for the setting which means they understand fully what is and what is not acceptable behaviour. For example, they know to ask before leaving the room to use the toilet so staff are fully aware of their whereabouts. A buddy system is operated to help any new children to settle in, which gives the older ones a sense of responsibility. The success of this is very evident as the younger children discuss how the older ones help them and that they have a lot of friends at the setting.

Staff develop close and trusting relationships with the children. As a result, the children welcome their involvement in their play and feel safe in their environment. For example, the children are keen to discuss how if they are feeling sad or they fall over staff make them feel better. The children have good opportunities to develop and use their imagination. For example, they set up play figures and vehicles in various scenarios and they devise their own climbing wall using skipping ropes attached to the railings. A system is in place to observe and assess the children's progress in their learning and development. However, this does not always identify how their next steps will be promoted to ensure they reach their full potential.

Children have daily opportunities to enjoy fresh air and physical exercise which promotes their good health. For example, they enjoy playing ball games, such as cricket and football and they delight in demonstrating their skills as they confidently balance on and manoeuvre wheeled toys, such as scooters. Alongside these activities exciting opportunities are provided for the children to make shelters and cook food on a camp fire in the nearby woods which also enables them to learn about following safe practices and managing risks. The children have good opportunities to learn about eating healthily. For example, they make their own sandwich at tea time, choosing what filling they would like to include and decide what items of fruit they would like to accompany this. The children also grow their own produce, such as beetroot, which is harvested, cooked and included in the menu. Drinking water is always available both indoors and outside and the children independently access this according to their own needs.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	2
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

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