

# Hebble Harlequins @ Gail and Jason's



The Function Room, Spring Hall Mansion, Halifax, Calderdale, HX3 0AQ

<b>Inspection date</b>	3 May 2016
Previous inspection date	1 August 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Leadership and management are effective. All the required documentation is maintained well. The management team shows a commitment towards making continuous improvements to provide a good quality service for children and families.
- Partnerships with parents are very good. Staff share information with parents about the activities and routines that their children take part in. Parents are positive about the care their children receive.
- Children's behaviour is good as they remain engaged at all times throughout the session. Staff offer regular praise and encouragement to children, helping them to feel valued and appreciated.
- Children make independent choices in their play and choose from a broad range of activities on offer. Staff take account of their different abilities, interests and ways of learning to make sure activities meet children's individual needs. Children demonstrate good levels of confidence.
- Inclusion is given a high priority as children who have special educational needs or disability are supported well.

### It is not yet outstanding because:

- Staff do not obtain enough information from all the settings that children attend to make sure they can further build on what children are learning there.
- The monitoring procedures for staff are not yet focused fully on raising the quality of their practice to an even higher level.

## What the setting needs to do to improve further

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

- obtain more information from all schools that children attend to enable staff to further complement children's experiences
- strengthen the process for monitoring staff performance and focus more precisely on their training and continued professional development.

### Inspection activities

- The inspector viewed all areas of the premises used by children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector engaged in discussions with staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability of staff working with children and discussed the club's self-evaluation process.

### Inspector

Judith Bodill-Chandler

## Inspection findings

### **Effectiveness of the leadership and management is good**

The arrangements for safeguarding are effective. Management and staff have a clear understanding of their responsibility in promoting children's safety and well-being. Recruitment procedures are robust and help to ensure the suitability of staff. Staff implement a wide range of policies and procedures and they maintain all required documentation. They ensure that the environment is safe when children arrive and continually assess risks. This contributes to them keeping children safe and protecting them from harm. The managers consistently ensure that all staff are kept informed about changes in legislation. This helps them to promote children's welfare. The well-qualified staff have a good understanding of how young children learn. They deploy themselves effectively and supervise and engage with children well. Parents spoken to during the inspection are very complimentary about the quality of experiences offered to their children at the club. They are confident that their children are well cared for and happy. Staff consult with children regarding activities and reflection on practice is used to ensure that appropriate targets are set to drive improvement.

### **Quality of teaching, learning and assessment is good**

Staff provide children with a wide range of activities to support their interests. The inside play environment is well organised and provides children with opportunities to play quietly or to be more active. Children help to plan sessions and activities to reflect their individual interests. This means that they are motivated and keen to be involved. Staff actively promote children's communication and literacy skills. For example, children write their name on a menu card to indicate what they would like for tea. Staff are skilled at enabling good play experiences that capture children's interests. They interact positively and encourage children to extend their thinking by challenging their knowledge. Staff introduce mathematical language to children through everyday play. For example, children count backwards and discuss size and capacity while playing in the sand. Staff keep records of children's progress and learning in individual files.

### **Personal development, behaviour and welfare are good**

Children are happy and have formed good relationships with staff and each other. They settle quickly into the club, demonstrating that they feel safe and secure. An effective key-person system is in place for all children which helps to promote consistency in their care and supports their emotional well-being effectively. Children can attend settling-in sessions and parents comment favourably on this process. Children's confidence and self-esteem are promoted well through the praise and encouragement they receive. They follow everyday routines successfully. For example, on arrival, they take off their shoes and put their bags in the allocated spaces. Staff promote children's good health very well. Meals are healthy and nutritious and drinking water is made available. Children benefit greatly from being outdoors and staff provide lots of opportunities for children to be physically active. Children are aware of the behavioural expectations and their behaviour is good.

## Setting details

<b>Unique reference number</b>	EY431332
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1042106
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	3 - 12
<b>Total number of places</b>	50
<b>Number of children on roll</b>	103
<b>Name of provider</b>	Hebble Harlequins Limited
<b>Date of previous inspection</b>	1 August 2012
<b>Telephone number</b>	07772933851

Hebble Harlequins @ Gail and Jason's was registered 2011. The club employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The club opens Monday to Friday, from 6.45am until 9am and from 3pm until 6pm, during school term time. During school holidays, sessions are from 6.45am until 6pm. The club supports children who have special educational needs or disability.

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