

# Hebble Harlequins @ Bolton Brow



Bolton Brow Primary Academy, SOWERBY BRIDGE, West Yorkshire, HX6 2BA

<b>Inspection date</b>	27 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Children enjoy coming to the out-of-school club. They independently choose their preferred activity from the varied toys set out invitingly by staff. Children enjoy sharing conversations with staff and readily ask for help. Staff are good role models, reinforcing essential social skills.
- Positive partnerships are established with parents and the host school, helping to promote a shared and consistent approach for children.
- Staff use children's views to help inform what happens in the club. Staff create a relaxed and friendly environment, which puts children at ease and fosters positive relationships.
- Children are sociable and behave well, helping to think about the ground rules for the club. Children have ample opportunities to learn about, value and celebrate difference.
- Staff effectively promote children's safety and physical well-being and their understanding of healthy lifestyles and keeping themselves safe.
- There is a strong commitment to continuous improvement and everyone is involved in this. The manager leads the staff team well and introduces positive ideas. This contributes successfully to the good provision, as does her qualifications.

### It is not yet outstanding because:

- New children's transitions to the club are not always effectively managed to support children's emotional well-being to the highest level.
- The monitoring of staff practice is not always precisely focused on improving the quality of their interactions with children to the highest level.

## What the setting needs to do to improve further

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

- improve the initial arrangements for supporting new children's transitions to the club
- provide more focused monitoring of staff's practice, so that the quality of their interactions with children is raised to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. The inspector looked at relevant documentation, such as self-evaluation, parent and child questionnaires and evidence of the suitability of staff working in the club.
- The inspector spoke to a small sample of parents during the inspection and took account of their views.

### Inspector

Rachel Ayo

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Adults' suitability is well ensured and they have a secure understanding of their roles and responsibilities. This is as a result of effective recruitment, vetting and induction of staff. They ensure that the environment is safe and secure. Staff closely monitor who enters the premises and ensure children's safe access to the toilets. Staff are aware of child protection issues and understand both internal and external reporting procedures. The views of staff, children and parents are effectively considered within the systems for self-evaluation, for example, through questionnaires. Additional systems are used to identify strengths and areas for development, such as the local authority quality improvement tool. Staff have regular supervisions to discuss their practice and identify further training. Parents are well informed about the club. In conjunction with the school, an information evening is held for new parents. Staff then share information through friendly daily chats, newsletters and by children's records of learning.

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

The manager links closely with the children's Reception teacher when considering planning, complementing topics and activities. She also finds out, and plans for any specifically targeted next steps for learning identified for individual children. Staff plan around children's interests, gained through their observations and discussions with the children and parents. They also build on the skills children require for successful learning in school. They motivate children and interact well overall. Children enjoy making marks while using stencils; they proudly talk about their drawings. They clearly enjoy expressing their own ideas and show good focus and concentration while achieving what they set out to do. Children enjoy finding out about number as they engage in role play using resources, such as a shop till. Children enjoy sharing non-fiction books with adults, expressing their own ideas about the pictures they observe.

### Personal development, behaviour and welfare are good

After children have started, staff complete an All about me questionnaire with them. This helps staff to get to know the children, such as their likes, dislikes and interests. Children readily hang up their belongings on arrival, developing a sense of responsibility. Those children who have attended taster sessions before starting are particularly confident and well settled. Children enjoy sharing experiences, such as the sociable snack time. Staff instil early messages about healthy lifestyles, supported through relevant training and topics. They provide healthy options for tea and have fruit set out throughout the session. Meals are planned with the children. They help to create shopping lists and select their preferred teatime snack from two options each day. Children are actively involved in preparing these. Children respond well to staff requests and staff build on children's self-esteem as they praise and encourage. Children learn to value the similarities and differences between themselves and others. They celebrate many different festivals. As part of this children sample multicultural foods and take part in associated arts and craft activities.

## Setting details

<b>Unique reference number</b>	EY482472
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1004793
<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>	4 - 10
<b>Total number of places</b>	23
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Hebble Harlequins Limited
<b>Registered person unique reference number</b>	RP530843
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07772933851

Hebble Harlequins @ Bolton Brow was registered in 2014. The out-of-school club employs five members of childcare staff. Of these, one staff member holds a relevant early years qualification at level 2 and the manager holds a playwork qualification at level 3. The club opens from Monday to Friday, term time only. Sessions are from 7.30am until 9am and from 3.15pm until 6pm. The club solely accommodates the children of Bolton Brow Primary Academy.

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