

Norland Fun Club

Norland School Grounds, Berry Moor Road, Norland, SOWERBY BRIDGE, West Yorkshire, HX6 3RN



Inspection date

13 June 2016

Previous inspection date

1 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2

Summary of key findings for parents

This provision is good

- Staff know the children well and use a variety of methods to enhance their learning and good progress. The environments, indoors and outdoors, are stimulating and provide good opportunities for children to make independent choices in their play.
- Staff are very nurturing and acknowledge and support children's unique personalities very well. Strong and flexible settling-in procedures are tailored sensitively to meet the needs of individual children and their families. Children feel secure and are happy, settled and ready to learn.
- Children's physical well-being is effectively supported. Children use the wheeled toys to skilfully help challenge their physical capabilities. They learn to manage risk and know how to keep themselves safe.
- Relationships with parents are good and support a shared approach to children's learning. Parents have regular opportunities to discuss their children's achievements. Children take home books to read with their families. Parents feel that the whole team really cares and invests in their children.
- Partnerships with schools and other early years settings that children attend are a real strength of this setting. Teachers from the local schools visit the children and get to know them. Relevant information is effectively shared to ensure that when children move on to school, the continuity of their learning is maintained.

It is not yet outstanding because:

- The programme of continuous professional development for staff is not yet sharply focused to raise the quality of teaching to the highest level.
- Children's individual progress is tracked effectively. However, ways to monitor the progress of different groups of children are not yet fully embedded in practice.

What the setting needs to do to improve further

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

- build on the already good systems that focus professional development more strongly on the quality of teaching
- embed the monitoring of the different groups of children's achievements and review how this impacts on their progress.

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 completed a joint observation with the early years teacher.
- The inspector held a meeting with the manager. She looked at relevant documentation, including the self-evaluation form and evidence of suitability of the committee and of the staff working in the setting.
- The inspector spoke to a number of parents and other professionals during the inspection and took account of their views.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff are trained in child protection and fully understand their roles and responsibilities in safeguarding children. Staff know how to make a referral if they are concerned about a child's welfare or the behaviour of a colleague. Overall, staff are motivated and well supported. The manager provides regular supervision and appraisals to help staff understand their role. The manager reflects on the service the setting provides. She actively seeks views of committee members, staff, parents and children in her effort to effectively improve the setting. For example, the recently extended outdoor area now includes a willow structure and opportunities for children to explore mud.

Quality of teaching, learning and assessment is good

Staff observe children's interests and achievements and generally accurately assess their progress. This helps them to identify the next developmental steps and plan for children's future learning. Staff skilfully extend children's learning experiences, joining in their play and introducing new words and ideas. Children's imagination and motivation are supported well in the outdoor environment. Children pretend that pterodactyl flying dinosaur eggs are hatching. They look after the pretend eggs very carefully. Staff use skilful questions, conversation and suggestions to sustain and extend the children's play and language. Children talk about the length of time it will take for the eggs to hatch. They make estimations about this and begin to recognise and explore bigger numbers and use the timer. Staff provide the resources children need for their discoveries. Staff model counting down from five and help children to add and subtract. Younger children persist and concentrate well. They share their thoughts and ideas and demonstrate excellent physical skills and control when building sandcastles. Children use the soap and brushes to clean the wheeled toys. Staff introduce the idea of a car wash, which helps to extend children's understanding of the world. Children are eager to share their experiences and talk confidently about the car wash brushes and what they do.

Personal development, behaviour and welfare are good

Children's independence and sense of responsibility are promoted very well. They hang up their own coats, make choices and manage their personal needs. Children enjoy healthy snacks and celebrate various festivals. This helps them to learn about eating well and differences in people. Children behave well. They are encouraged to share and be kind. Children take turns, develop collaborative ideas and build friendships with each other. They are very confident and happily approach visitors and talk to them.

Outcomes for children are good

Children demonstrate good attention and curiosity as they participate in show and tell during circle time. They communicate well, confidently sharing their ideas. Children listen carefully to others as they talk about the solar system. They enthusiastically describe their past experiences and knowledge of the weather. Older children display a range of descriptive language and good conversational skills. Children are motivated to learn and are prepared well with the skills and knowledge they require in readiness for school.

Setting details

Unique reference number	303784
Local authority	Calderdale
Inspection number	867494
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	20
Number of children on roll	80
Name of registered person	Norland Fun Club Committee
Registered person unique reference number	RP521939
Date of previous inspection	1 December 2011
Telephone number	01422 834705

Norland Fun Club was registered in 1996. The setting employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, including one with early years teacher status. The setting opens from Monday to Friday during term time only. Sessions are from 9am to 3.30pm. The out-of-school club operates from 7.30am to 8.45am and 3.30pm to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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