

Inspection of Banana Moon Out Of School Club Norristhorpe

Norristhorpe United Reformed Church, Lodge Lane, Liversedge, Yorkshire WF15 7PG

Inspection date:

8 July 2022

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children arrive happy and excited to play at this inclusive and safe setting. They are carefully supervised by staff, who prioritise children's safety. Children take part in a range of stimulating activities, which provide many opportunities for them to develop their confidence.

Children help to decide the rules of the setting. As a result, children know these rules well, and their behaviour is excellent. They socialise and talk with their friends during snack time. Children share their ideas and enjoy being creative together. For example, children make musical instruments out of boxes and craft materials. They talk about the features of the instruments and pretend to set up a rock band. Children build good relationships with their peers and staff.

Children enjoy being active in the well-equipped physical area. Staff teach children how to play a variety of sports and team games. Children learn how to play games fairly, and follow sporting rules. Staff ensure that everyone is able to join in, no matter their abilities. Children practise the skills involved in playing hockey, rounders, cricket and other sports. They learn how to work cooperatively with others, and how to win or lose graciously.

What does the early years setting do well and what does it need to do better?

- Children have access to a wide variety of games, toys and books. Staff find out about children's interests and provide resources to extend their play. For example, staff provide children with holiday brochures and flight tickets, when they pretend to be at a travel agent's shop. Children find out about how televisions and laptops are made, as they use simple tools to open them up and look inside. They learn to be curious and imaginative.
- Children develop a sense of respect for one another. They learn about the negative impact of bullying. Children create posters about the ways that they can behave positively towards each other. They understand the importance of being kind.
- Children enjoy the independence of choosing and preparing their own snacks, such as wraps and crackers. There is a wide selection of fruits and vegetables on offer. Children learn what makes a healthy diet. They make balanced decisions about what they eat. Children understand the importance of limiting sugary treats.
- Staff make efforts to regularly speak to the teachers at the schools attended by the children. They pass on any messages from parents. However, a strong two-way flow of communication has not yet been established between the setting and schools. This limits the information that staff can gather about children's

experiences at school.

- Parents are extremely happy with the care, that staff provide their children at the setting. They say that the staff are approachable, and that their children enjoy attending the setting. Parents appreciate how staff keep them up to date with text messages and emails. Leaders have plans to further enhance the way that they communicate with parents. This will ensure that parents have more information about the activities on offer for children.
- Staff gather information about children's needs when they first attend the setting. They make adaptations to the setting to meet the needs of children with special educational needs and/or disabilities (SEND). All children feel included and, as a result, their well-being is promoted.
- Leaders and managers hold regular staff supervision sessions. They set professional development targets and offer training opportunities for staff. This supports them in improving their practice, and raises the quality of the service provided by the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training and updates about safeguarding and child protection issues. They all recognise the signs and symptoms of abuse and neglect. Staff understand the procedures that they must follow if they suspect that a child is at risk of harm. The manager ensures that accidents, attendance and medication records are complete and up to date. Staff carry out regular risk assessments, and quickly attend to any identified hazards. Children learn about road safety as they travel between the setting and school. They take part in regular fire drills. This ensures children's safety in the setting.

Setting details

Unique reference number	2535236
Local authority	Kirklees
Inspection number	10215181
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	50
Number of children on roll	74
Name of registered person	Minnanjei Mirfield Daycare Limited
Registered person unique reference number	2535234
Telephone number	01924412647
Date of previous inspection	Not applicable

Information about this early years setting

Banana Moon Out Of School Club Norristhorpe registered in 2019. The out-of-school club operates during term time from 7am to 9am and 3pm to 6pm, Monday to Friday. It employs three members of staff, who all hold appropriate childcare qualifications at level 3.

Information about this inspection

Inspector

Samantha Lambert

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a tour of the setting and discussed the activities on offer for children.
- Children spoke to the inspector about what they enjoy doing at the setting.
- The inspector talked to staff at appropriate times during the inspection, and took account of their views.
- The manager spoke to the inspector about how the setting supports children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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