

Inspection of Netherthong Wrap Around Club

Netherthong Primary School, School Street, Netherthong, HOLMFIRTH HD9 3EB

Inspection date:

1 August 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are happy, sociable and confident. They have great fun at the friendly, welcoming and relaxed club. Children settle quickly after receiving a warm greeting from staff. They enjoy adult's caring support and interactions, which help them to develop confidence, enjoy learning and feel safe and secure. For example, staff demonstrate origami techniques as children make a rose out of tissue paper. Staff plan this as part of their 'Yorkshire Day' celebrations. Children show great focus and perseverance. They beam with pride when staff praise their achievements.

Children are engrossed in a broad range of well-planned and motivating activities. There is a strong focus on activities that help children to build friendships and reinforce essential social skills. For example, children excitedly play games, such as those where they aim to get a disc or football into their opponent's goal. They play cooperatively while building complex models with construction toys.

Children behave extremely well. They understand and follow the club rules, which they help to create. Children listen carefully to staff as they remind them about these during snack time and before going to play outside. Children are kind and helpful. For example, they explain the rules of games to newer children.

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

- Staff provide a wealth of experiences for children that broaden their knowledge and reinforce skills that support their learning in school. For example, they help children to develop confidence and independence, and reinforce early mathematics and literacy skills. Children play board games and count out sheets of tissue paper. They practise their hand-to-eye coordination while using sewing needles to weave wool.
- Staff involve children in the planning of activities and routines. This helps children to develop a sense of belonging at the club and feel valued.
- Staff build strong partnerships with Reception staff. For example, they complement what children are learning in school and celebrate events together, such as World Book Day. Staff contribute to the Reception teacher's assessments. For example, they pass on observations and photographs of children's 'wow' moments, which are also shared with parents.
- Staff's enthusiasm and good-quality interactions enhances children's enjoyment and eagerness to take part in activities. For example, staff explain that children need to make the folds in their tissue paper wider. They sensitively support children as they make a stem for their paper rose, using a glittery pipe cleaner. Staff celebrate and reflect children's achievements in memory booklets, for instance.

- Children have good access to fresh air and physical activity in the school grounds. This contributes to their good health. Staff encourage children to access their drinks. They explain the importance of remaining hydrated, especially when it is warm.
- Staff effectively support children's transitions when they start the at breakfast club and after-school club. For example, they distribute a detailed 'All about me' document to parents, in order to get to know the children. However, there is scope to strengthen information sharing, to build a clearer picture of children who solely attend the summer club.
- Staff use sand timers to help prepare new children for changes in the daily routine. This helps to promote their emotional well-being.
- Children learn to value and respect everyone's uniqueness. Staff reflect positive images that represent diversity and engage children in special celebrations. For example, children have great fun engaging in Yorkshire customs, such as 'wellie wanging', and learn about multicultural festivals and customs.
- Staff encourage children to take appropriate risks and challenges, which helps them to develop physical and emotional health. For example, children grow in confidence as they learn to use unfamiliar equipment, such as balancing pots or the mini climbing wall.
- The provider and staff continually reflect on and develop practice. Staff's qualifications have a positive impact on the quality of the club. This is strengthened by the provider's continuous mentoring, coaching and support for staff.
- Staff effectively inform parents about the club, for instance through emails, photograph displays and the outdoor notice board.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake effective risk assessments to help children to stay safe and healthy. They closely monitor access to the school hall. For example, parents ring the club to announce their arrival. Staff escort children safely to the school's outdoor area. They undertake constant headcounts and use walkie-talkies when moving between different areas with children. Staff help children to keep themselves safe while using equipment outdoors. They reinforce safety messages to parents, using newsletters, for example. Staff regularly update their child protection training. They recognise indicators of abuse and fully understand reporting procedures. This helps to promote children's welfare.

Setting details

Unique reference number	EY393950
Local authority	Kirklees
Inspection number	10070861
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	45
Number of children on roll	67
Name of registered person	Wilcockson, Lorna Tracy
Registered person unique reference number	RP904886
Telephone number	07720 716108
Date of previous inspection	30 April 2015

Information about this early years setting

Netherthong Wrap Around Club registered in 2009. It operates from Netherthong Primary School in Holmfirth. The club employs four members of staff, two of whom hold relevant qualifications. The provider, who is also the manager, holds an early years qualification at level 3 and a playwork qualification at level 5. The second staff member holds a playwork qualification at level 3. During term time, the club solely cares for children who attend the host school. It is open everyday, from 7.45am to 9am and from 3.15pm to 6pm. The club closes at 5.15pm on Fridays. The provider operates a holiday club for children from the local and wider community over four weeks during the summer holidays. It is open Monday to Friday, from 8am to 5pm.

Information about this inspection

Inspector
Rachel Ayo

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 observed the safety and suitability of the premises. She completed a learning walk of the club with the provider. This helped the inspector to find out how the club is organised and the range of activities provided.
- The provider and the inspector completed a joint observation of an activity taking place. The inspector held regular discussions with the provider throughout the inspection.
- The inspector spoke to staff during the inspection and gained verbal and written feedback from parents. She also spoke to children about their experiences at the club and what they enjoyed doing.
- The inspector checked a sample of documentation, including certain policies and procedures, improvement plans, certificates of training and documents relating to the suitability of staff.

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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