

Dashwood Out Of School Club

Inspection report for early years provision

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Inspector

Jan Leo

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Dashwood Out of School Club originally registered in 1999 but re-registered to operate at the current site in 2012. The club operates from the Dupuis Centre belonging to St John the Evangelist Roman Catholic Church and it provides a breakfast club, after school club and holiday playscheme. Children attend from seven schools in the area and are aged from three years to 11 years. Some children are collected by minibus. The breakfast club operates from 8am until 9am, the after school club from 3pm until 6pm, and the holiday playscheme from 8am until 6pm. Children attend on a regular and ad-hoc basis.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may accept a maximum of 32 children under the age of eight years at any one time and all may be in the early years age group. There are currently 106 children on roll including 12 who are in the early years age group. Numbers vary each day but there are usually about 20 children in total at each session including approximately five who are in the early years age group. The staff support a small number of children who speak English as a second language.

The children use the Corrigan rooms, kitchen and toilets on the first floor of the building and have access to an enclosed garden for outside play. Access to the club rooms is difficult for people with mobility problems but additional ground floor space is available if needed.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a well organised setting where equality and diversity are very effective in meeting the needs of the children. All health and safety procedures are robust but staff occasionally fail to follow the club's policy when preparing snacks to reinforce good hygiene. Children of all ages play extremely well together and behaviour is very good. Most activities are well supported and strong links with parents and carers enable the staff to adapt the activity programme appropriately to continue children's development at the right level. The staff work closely as a team, contributing on equal terms to successfully monitor, evaluate and develop the service. Staff continue their own development to help drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- support children's use of computers to develop their interest in technology

- and understanding of how to operate the equipment
- increase children's ability to manage their own personal hygiene by making sure the staff act as good role models and follow the clubs policy with regard to good hygiene when preparing snacks.

The effectiveness of leadership and management of the early years provision

All staff are committed to keeping children safe. They stay up to date with safeguarding training, risk assess all aspects thoroughly and supervise diligently to help prevent harm and preserve children's well-being. The staff explain things to children clearly so that they understand safety issues and play safely and sensibly throughout the sessions. Robust monitoring of accident records and safety procedures enable the staff to keep safety standards high. All staff understand their duties fully because of clear instructions supplied by the provider and they rotate their duties to get first hand experience of all aspects of the work. As a result, the service operates consistently and smoothly, helping children to feel very safe and secure.

The staff let the children decide who they want as their key person should they need help and support at any time. This system works well for the children, with strong bonds developing rapidly. Partnerships with parents and children's other carers are strong, with daily feedback from schools being used to build focus into children's development plans in order to make full use of their early years experiences. Parents value the service highly and feel very well informed about the day. They welcome opportunities to share information between the staff and other carers to create a consistent approach to their children's care. Parents and children are encouraged to contribute ideas for development and parents appreciate being involved in decision making processes.

The children learn about the needs of others to develop understanding about equality and diversity. They mix well despite being from several different schools and spanning a wide age range. The staff adapt all activities to make sure children can participate at their own level and feel fully included. The children generally get a high level of attention and successfully keep themselves occupied when staff are needed elsewhere for routine tasks. The children know where to find the resources and freely access storage boxes to find what they want. One, for example, helps another to find additional train track for them to work together on the floor, unfastening the bolt on the inside of the cupboard door in order to access the boxes within. The environment is conducive to learning because it is set up before children arrive and looks welcoming. The children have their work on display around the room and the group's hamsters and fish compliment the environment to create a homely feel. This suits the children well, providing a relaxing space to enjoy with their friends out of school.

The provider and staff are working methodically to review all policies and procedures to ensure they reflect and support the service. They successfully evaluate each session before they leave in order to bring about necessary changes and they have a clear vision of how they wish to move forward. The staff are

committed to continuing their own development showing both the drive and capacity to maintain continuous improvement.

The quality and standards of the early years provision and outcomes for children

The children arrive happily and quickly settle into activities of their own choosing. Some relax in front of a cartoon to renew their energy levels after school sports day while others opt to take part in an organised craft activity. The children always have a choice of activities laid out before they arrive but know they can access other toys and games at any time.

The variety of activities is appropriate for the age of the children with dressing up, role play, craft and construction being popular with all ages. The staff join in at times to increase the fun and they chat as they play to find out about the things that are important to the children. The children speak confidently and clearly, talking about their day with ease. They practise their reading skills by, for example, finding their name label on the snack table and attempting to follow instructions to operate computer programs. The children show interest in technology and successfully switch the computer on and off without the need for help. Some struggle to go much further on their own and help is not always forthcoming to retain and develop their interest.

The children adopt a healthy lifestyle by eating varied snacks, following good practice regarding hygiene and taking part in outdoor activities on a regular basis. They understand the need for regular hand washing to remove dirt and germs and seize opportunities to be active outdoors regardless of the weather. The staff provide children at the breakfast club with a toothbrush each to promote dental hygiene and these are stored in individual named containers to keep them clean. A robust health and safety policy is in place and staff comply with most aspects to make sure that children thrive. However, they do not always follow their own good practice guide when preparing snacks, failing to tie back long hair as noted in the policy. This wastes some opportunities to reinforce good hygiene and prepare children for future independence.

The children have a range of equipment to help develop their physical skills. For example, they use a computerised fitness program, bats, balls and Hoola-hoops, and glide around on balance boards to help gain control over their movements. The children are encouraged to find something they want to do and they enjoy making their own decisions. They have opportunities to suggest other activities and equipment they would like the club to obtain, writing their suggestions onto a white board at the side of the room whenever ideas arise. The staff monitor children's interests and ability to decide on new activities and equipment needed to extend their learning. They implement ideas whenever possible to make sure resources are sustainable and always explain the reason why some purchases are not possible to ensure children know their ideas are valued. The staff use their observations to identify gaps in children's development and plan for their next steps. They consult parents and children's other carers to develop shared goals

and strategies, supporting children consistently whenever possible. This helps the children to know what to expect and builds their confidence. As a result, they behave very well, continue their development through play and thoroughly enjoy attending.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met