

# The Den @ St Mary's

Inspection report for early years provision

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<b>Unique reference number</b>	EY283012
<b>Inspection date</b>	20/02/2009
<b>Inspector</b>	Georgina Walker
<b>Setting address</b>	St. Marys Catholic Primary School, Broadway, Derby, Derbyshire, DE22 1AU
<b>Telephone number</b>	07793 275196
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the setting**

The Den @ St Mary's Out of School Club opened in 2004. It operates from St. Mary's Catholic Primary School on Broadway in the city of Derby. The club serves families from the local area. Children are collected by staff from St Mary's and three local schools where they are transported by the club mini-buses to The Den. There are no steps into the premises. The children have access to a partially enclosed outdoor play area and the school field.

The setting is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register to care for 45 children from three to eight years and there are currently 250 children on roll, 13 in the early years age range. The setting does share and/or seek information in partnership with other early years settings the children attend. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The out of school provision is open for breakfast from 07.30 to 08.45 and after school 15.10 to 18.00 during term time and from 08.00 until 18.00 during school holidays, except Bank Holidays and two weeks at Christmas. The setting employs 10 members of staff who work with the children. Most of the staff hold appropriate early years or playwork qualifications. The Den is owned by an individual who works in the setting each day. The club receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children in the Early Years Foundation Stage (EYFS) engage in a stimulating range of experiences in a well organised, safe and welcoming environment. Staff plan creatively to develop worthwhile opportunities across all areas of learning and outdoor play is accessed daily, however observation and assessments are not robust to ensure progress is consistent. All children are happy and enjoy themselves as they play and learn with the support of the enthusiastic staff who effectively promote inclusion and awareness of the wider world. Relationships between staff, parents and carers and other settings ensure relevant detail is sought and used to assist in promoting the welfare of the children. A comprehensive safeguarding policy and ongoing action plan contributes to a generally effective self-evaluation of how the welfare requirements are met, however the mainly well-written policies and procedures require minor adjustments to ensure the consistent well-being of all children and promote improvement.

## **What steps need to be taken to improve provision further?**

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

- develop the processes of observation and assessment for each child to assist in planning the next steps to ensure progress in their development
- ensure all documentation required for the safe and efficient management of

the setting contains all detail to assist in safeguarding the children and fully meets the welfare requirements.

## **The leadership and management of the early years provision**

The commitment of the owner and staff to address actions and recommendations from the previous inspection and meet changes in legislation, to safeguard and promote children's welfare, is commendable. Many actions related to staffing issues, including their suitability and deployment, and with a complete change in how the children are accommodated in two age groups, with the EYFS age group in room 11 in term-time, these have been successfully addressed. Relevant documentation is now effectively maintained and available for inspection and evidence of attendance at safeguarding training and staff undertaking child care qualifications, not just playwork qualifications, confirms their suitability and commitment to the well-being of the children. Comprehensive and purposeful induction for staff ensures they are aware of the legal framework and action plans and self-evaluation clearly identify tasks for continuous improvement. However, there are some policies which still contain inappropriate detail such as the giving of non-prescribed medication and detail is missing off some children's records or accident sheets which are required to fully meet their needs.

Healthy eating is promoted and children try new fruits or cereals at breakfast club and have substantial snacks on toast or pasta meals during after school sessions. Parents provide packed lunches for holiday times which generally contain healthy options. Interesting resources have been purchased to stimulate and develop play activities and plans with monthly themes have been adapted to reflect children's developmental needs. Parents and carers are encouraged to write a profile of what they know about their children and liaison with other providers delivering the EYFS is being effectively developed with St. Mary's school. The policies and procedures are displayed on the notice board although parental information regarding the club and the services provided is not yet available and it is in the action plan for a leaflet to be developed. Consistent discussions and information sharing is promoted, especially following the previous inspection, and therefore there have been no complaints and an extremely effective partnership is formed. The support to staff via appraisals and the promotion of attending ongoing training or receiving information at staff meetings or during planning meetings motivates an enthusiasm to implement the EYFS effectively. Risk assessments are now precise with checklists completed prior to each session and those for outing venues are obtained from each site.

The environment is decorated with a wide variety of children's craft work with a board in each classroom designated to the club. Resources are stored in a range of cupboards and shed for outdoor play. Children freely access the craft trolleys and exciting range of resources presented by staff, which leads to greater independence and making choices. Antibacterial foam is used to wash hands before mealtimes, resulting in excellent hygiene practices to prevent the risk of infection and the safeguarding of children. Inclusion of children with a range of individual needs are exceptionally well considered, especially with regard to lack of

mobility, additional languages used and dietary needs to ensure each child integrates at their own unique pace.

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

The extent to which there is planned, purposeful play and exploration, with a balance of adult-led and child-led activities, is worthwhile. A monthly theme, this year about a different country, has led to enthusiastic interest from the children and parents being involved in the displays and discussion when they bring in music or artefacts to help children learn. The Jamaican display will be replaced by an Irish one over the next four weeks. Celebrations and festivals are carefully planned to enhance children's awareness as an extension to the theme. Weekly plans are evaluated and next steps are planned for each child to develop an activity or skill. A key-person for each child develops sound knowledge of their care and learning needs. However, observations and assessments are inconsistent and not yet used to ensure that children achieve in relation to the profile information provided by parents or within all areas of learning on a regular basis. Children with individual needs or English as a second language are supported by staff to develop in partnership with parents which ensures they are not disadvantaged in any way to gain skills required in the future.

Children develop a positive awareness of themselves and their needs through the good role models of staff, who consistently use praise and encouragement. The children are aware of how to behave and share and are eager to learn in stimulating surroundings. Children make decisions about what to eat and drink at mealtimes or if they would like to dance or continue making junk models to paint later. Children write and mark-make with good skills as they draw pictures or create labels for displays. Staff ensure children make progress, especially in communicating and reading. Children are confident and eager to share their knowledge or ask questions to extend it. They are supported to develop problem-solving and numeracy skills and use words spontaneously when discussing the size and shape of cardboard items they are gluing or joining with sticky tape. Children use tools and build constructions with competent skill and dexterity. They know the five-minute-timer gives them the opportunity to play games on the computer and they show sound knowledge of how programmes work. They develop a sense of caring for others due to the mixed age-group present and learn about creatures from the natural world as part of topics.

Children are encouraged to be active, healthy and eagerly join in activities in the central area of the school for 'fun aerobics' each day or dance and perform songs they have written. Outdoor play is accessed in all types of weather in the netball court or on the school field. They are reminded of the rules regarding the use of the outdoor play areas within the school grounds. Adults teach children to behave in ways that are safe for themselves and others, especially when being delivered or collected on school runs or are on outings. Children use a wide variety of textures to create pictures or models during an exciting range of craft activities and develop role play in the doll's house or when dressing up.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.