

# Dinnington OSC

Inspection report for early years provision

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<b>Unique reference number</b>	319165
<b>Inspection date</b>	04/11/2008
<b>Inspector</b>	Anthea Errington
<b>Setting address</b>	c/o Dinnington First School, Sycamore Avenue, Dinnington, Newcastle upon Tyne, Tyne and Wear, NE13 7JY
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<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**

Dinnington Out of School Club is located in Dinnington First School, Dinnington, Newcastle upon Tyne. The group was registered in August 2000 to provide care for children of school age from the primary school to which it is attached and for children from the nearby middle schools. The setting is registered on the Early Years, compulsory and voluntary Childcare Registers and is registered to care for a maximum of 24 children aged under eight years. The out of school club is open Monday to Friday during school term time from 14.45 until 17.45 and during school holidays from 08.00 until 17.45. The out of school club employs five staff and all hold an appropriate early years qualification.

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

The setting provides an enjoyable, relaxing time where a very good range of activities are provided for the children who attend. Planning of activities is mainly led by the interests of the children with regard to their likes and dislikes. However, observations of activities are not effectively used to further children's learning and development within the Early Years Foundation Stage. Policies and procedures, records and documentation are well organised and provide a secure basis for how the setting operates and how children are cared for in a safe, inclusive environment. This enables parents and carers to understand what the service offers.

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

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

- develop plans for the Early Years Foundation Stage, to include observations and assessments based on the individual child's needs
- further develop procedures to share relevant information with other professionals to ensure children receive the successful delivery of the Early Years Foundation Stage.
- further develop systems for self-evaluation

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

Staff have a very clear understanding of their role in safeguarding children. All required records, policies and procedures are implemented effectively to promote children's welfare. Appropriate well written and organised risk assessments help to ensure that children are kept safe, both in the setting and on outings.

Very good use of time, space and resources and the effective deployment of staff support children in progressing well in their development whilst being safe. All children have good access to a broad range of age appropriate activities and resources. Recommendations from the previous inspection have been met. For example, medication records are fully completed and accident details are

confidentially recorded. There is no formal procedure to evaluate the setting, however, staff members show a commitment to raising standards and address any actions identified within meetings.

Effective partnership with parents ensures individual needs are well met, which promotes stability and has a positive impact on children's overall well-being. Prior to their child starting they discuss their needs and complete children's information forms to ensure the setting is informed of their children's individual requirements. Detailed information is shared with parents in a variety of ways including daily discussions, questionnaires and newsletters. Staff liaise with teachers within the school to pass on any relevant information; however, this does not include discussions regarding the Early Years Foundation Stage to ensure progression for individual children.

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

Children's welfare, learning and development are well promoted. Plans are in place to cover the six areas of learning and staff know children well and have good systems in place to meet their overall needs. Children relate extremely well towards members of staff, as they confidently approach and initiate conversations with them. For example, during their snack, children chatter between themselves and members of staff, about their school day and family events. They discuss family birthdays and talk about behaviour rewards they have received at school. Children have very good opportunities for physical, active play as they have regular access to the school hall and outdoor area. They further learn the benefit of physical exercise from the activities arranged for them by the multi skills co-ordinator. Children are fully involved and interested in their play as they imaginatively use construction resources to create with. Children's concentration and literacy skills are developing well as they 'write and illustrate' stories.

Children are happy and are settled well in the environment. Their self esteem and sense of belonging is encouraged as their paintings are displayed in the setting. They show great respect for one another as they behave politely and respectfully towards one another. An inclusive and welcoming environment is available and supported through well planned activities. Children have a growing understanding of the world that they live in and have visited various resources. For example, they have enjoyed trips to local beaches, adventure playgrounds, farms and historical sites. They have access to sufficient resources within the setting to promote equality and diversity.

Children's good health and well-being is fully promoted. Essential information on any special dietary or health needs is sought before they attend. Children enjoy a variety of freshly made sandwiches and have access to fresh fruit on a daily basis. Regular drinks available to them ensure they remain fully hydrated. Children develop an awareness of healthy eating from the posters displayed within the setting.

## 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.	3

### 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?	3
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>	2
<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?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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

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

## **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 registration or 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.