

# Dore Kids Club

Inspection report for early years provision

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**Unique reference number**

EY377626

**Inspection date**

05/05/2009

**Inspector**

Jill Lee

**Setting address**

Dore Primary School, Furniss Avenue, SHEFFIELD, S17 3QP

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**Type of setting**

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 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

Dore Kids Club Ltd was re-registered in 2008 as a limited company, but has been operating for some years. The club provides a service solely for children who attend Dore Primary School and there is level access to the provision.

The club is based in the school dining hall. Children also have access to the school hall and a defined outdoor play area. It is registered to provide care for a maximum of 35 children between the ages of four and 11 years. There are currently 55 children on roll, only a small number of whom are in the early years age group. The club operates each weekday from 15.15 and 17.45 during term time only.

The club is run by a management committee. There are six staff employed to work with the children. Three of the staff have a suitable early years qualification and one is working toward this.

## Overall effectiveness of the early years provision

Overall the provision is satisfactory. Children contribute very actively to the club. The indoor environment is well organised to offer play choices in all areas of learning and staff are beginning to use observations to assist planning. Planned outdoor activities are less varied, although children access the outdoor play environment throughout the year. Children's welfare is promoted effectively, although some risk assessments are not sufficiently rigorous. Strong partnerships with parents help to ensure all children are included and their individual needs supported. Staff access appropriate training opportunities but ongoing evaluation of practice does not yet systematically support effectiveness in improving the outcomes for children.

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

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

- continue to develop systems to monitor and plan for children's progress, liaising closely with other providers to enhance continuity
- plan to extend play choices in the outdoor environment, so that all areas of learning are reflected
- review and evaluate risk assessments, specifically with regard to use of the outdoor areas and access to toilets
- improve systems for self evaluation, to enhance planning for continuous improvement in promoting the outcomes for children.

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

Leadership of the club is supportive and very positive, so that staff have established themselves as a strong team. They daily re-create a bright, stimulating environment, which invites and welcomes children in. They have developed a planning structure, which actively involves the children, is based around their interests and reflects their individual needs. Children cannot readily access stored resources independently but are confident to ask if something they want is not out. Regular staff meetings are used well to review activities and children's experiences in the club. Staff show a high level of commitment to the development of good quality practice, although planning for improvement and promoting the outcomes for children is not yet fully established as a systematic process. Staff supervision and annual appraisal help the manager to identify development needs.

Staff understand and consistently implement all required policies and procedures, so that children's welfare is promoted effectively. Minor issues were identified, for example, register sheets were not clearly dated and storage of incident information to be shared with parents lacked confidentiality. Committee members are currently updating all policies and record keeping to fully reflect the early years framework. Staff have a sound understanding of their responsibility to keep children safe, but recognise that only one member of staff has accessed any recent training to update their knowledge of local safeguarding procedures and requirements. Access to training for all staff is now planned. Procedures for recruitment are robust, although frequent changes of committee members sometimes impact on clarity about roles and responsibilities.

Collection of children from classrooms at the end of the school day is well organised to ensure their safe transition to the club. Risk assessments are mostly well considered. Staff deploy themselves appropriately to support children's independent play choices throughout the session, both indoors and out. They ensure children are fully supervised, but assessment of risks when using the outdoor area has not taken sufficient account of the fact that the school site is accessible to the public whilst the club is in operation. Staff do not clearly monitor which children have chosen to play outdoors and who has gone to the toilet. Staff plan well to promote opportunity for physical challenge and safe risk taking, for example, allowing children to climb the trees in the school grounds with their parent's consent.

Staff have established a strong and cooperative partnership with parents. They also recognise the importance of developing effective links with class teachers to promote continuity for children. They are well informed about children's home life and school activities, helping them to plan sensitively to enhance each child's experience in the club after a busy school day. Children enjoy warm relationships with staff and parents feel comfortable to share any concerns. The views of both parents and children are regularly sought to identify areas for improvement. Parents are very positive, mentioning the 'fantastic standard' of the club, where care is of the 'top quality' and provides an 'invaluable service'. Staff show sensitivity to individual needs and liaise closely with parents and other

professionals to ensure all children are able to be fully included. One parent commented that they really value the 'good feedback when problems arise'. Both staff and children share experiences, like their home language, differences in culture and variety of foods eaten, helping to raise children's awareness of diversity.

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

Children love the welcoming environment offered by the club, where they enjoy relaxed and friendly relationships. They interact warmly with staff, sharing news of their school day. Younger children are confident of staff support in finding lost coats and bags, as they gather outside the classrooms to walk to the club room together. They settle quickly into the 'easy going' routine, independently choosing activities, playing with their friends and 'chilling out' after their busy school day. Staff carefully balance the very different needs of younger and older children, by creating a calm area for quieter play, with cushions and a 'cuddle tub' of soft toys for comfort times.

Staff are beginning to observe and record younger children's progress, although all staff are not yet fully familiar with the Early Years Foundation Stage. Children actively contribute their ideas and interests to introduce variety and enhancements to planning of daily environment. Staff plan themes, for example underwater creatures, based on children's expressed interest and children on the Kids Club 'council' take full responsibility for a whole week's planning each half term. The planned play environment indoors provides lots of play choices in all areas of learning, allowing children to choose to be active, creative, plan imaginary play, make models or enjoy video games. The craft table is a firm favourite, providing lots of resources and opportunity for independent creativity. Children make fish for the 'under the sea' display and design their own model of a house, with a tall tree in the garden. They build with the construction resources and enjoy playing at doctors in the role play area.

Children love using the scooters outdoors and lots of the boys cooperate together to organise lively games of football. Children enjoy playing skittles, cricket and using the hoola hoops. Den building is also very popular, either under the tables indoors or in the bushes. Staff provide only a limited range of resources to support outdoor play, although some children spend much of the session outdoors.

Staff know all the children very well. They help children develop a strong sense of belonging to the club. Children are familiar with the routines and are encouraged to contribute very actively to running the club. They love to help prepare the snack and setting the tables for tea. They have written out some club rules, like 'be helpful', 'look after the toys' and 'listen to staff' and regularly review these with staff. They feel staff implement the rules fairly, so that children know what is expected. There is a box to remind and help children tell someone if they are being bullied. Children are asked to comment on the club and make suggestions about new resources and activities via regular questionnaires. Children learn to manage their own behaviour well, with consistent and sensitive support from staff. They develop a strong sense of self-esteem and know they are valued as individuals.

They have made a poster describing the things they like about Dore Kids Club. They mention 'kind staff', 'lots to do', 'having fun' and say we 'turn sad faces to happy faces'.

Children learn about the importance of keeping themselves healthy and staying safe, as they enjoy lots of exercise and fresh air each day. Staff introduced a healthy eating project and promote children's ongoing awareness through provision of healthy snacks each day. Children show an active interest in eating healthily. Staff involve children in thinking carefully about how to keep themselves safe and the importance of taking responsibility for their own behaviour.

## 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>	3
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>	3
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?	3

### 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>	3
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?	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?	3

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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