

The Den Club

Inspection report for early years provision

Unique reference number EY287010
Inspection date 25/02/2009
Inspector Paula Hunt

Setting address St. Mary & St. Margarets C of E Primary School, Southfield Avenue, Castle Bromwich, Birmingham, West Midlands, B36 9AX

Telephone number 07981 294983

Email

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 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, Out of School Club opened in 2004. It operates from the nursery portable classroom within St Mary and St Margaret's C of E Primary School in Castle Bromwich, West Midlands. Access to the building is via a ramp entrance at the front. Children share access to a secure enclosed outdoor play area. The club supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The club is registered to care for a maximum of 24 children between three and 11 years and there are currently 42 children on roll of whom 11 are in the early years age range. The club serves children who attend the school and children are collected by staff on foot. The group opens every weekday during term-time only and sessions are from 07.30 until 09.00 and from 15.30 until 17.45. The club is registered on the Early Years Register and also on both the compulsory and voluntary parts of the Childcare Register.

There are three staff who work regularly with the children and all hold appropriate early years qualifications. An additional volunteer worker is available on a flexible basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time spent at the club engaging in a worthwhile range of activities both indoors and outside. The club generates a friendly atmosphere and has a good range of resources for children to use. Children are valued as individuals, staff know them well and as a result are able to adequately support some aspects of their learning and developmental needs. Effective links with the school means that children receive consistent care and support and move to the club with confidence and ease. The manager and staff recognise the importance of maintaining continuous improvement to fully promote outcomes for children but are yet to establish systems for self-evaluation to ensure that the strengths and areas for development are clearly identified.

What steps need to be taken to improve provision further?

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

- ensure planning links to the six areas of learning within the EYFS and develop more detailed assessment procedures for the EYFS children
- ensure the good health of children is actively promoted with regard to handwashing to prevent the spread of infection
- develop systems to share information with parents regarding keyworkers, the types of activities provided for the children, staffing of the provision; and food and drinks on offer to the children
- establish systems for self-evaluation to ensure that the strengths and areas

for development are clearly identified.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with a child; and who has parental responsibility for the child.(Safeguarding and Welfare)

27/03/2009

The leadership and management of the early years provision

Staffs' knowledge of the welfare requirements and guidance is adequate. The manager and staff work well as a team to provide for the needs of all children in the club. Satisfactory policies and procedures are in place to ensure the safety and welfare of children. Staff are welcoming; and so have friendly relationships with parents and children. Parents are provided with an information pack which explains in general terms what happens at the club. However, the notice board is not well maintained as an important means of communication and does not include for example, information about keyworkers, the weekly menu or the activities planned. This means parents are not fully informed on all aspects of the welfare, care and learning provided for their children. Furthermore, information has not been obtained from parents about who has legal contact and parental responsibility for their children. There are positive partnership links with the school and written comments are exchanged in a communications book. However, these mainly focus on any accidents or incidents which may have happened during the child's school day. As a consequence the staff are less well informed about the interests and abilities of the children.

Children are satisfactorily supervised indoors and outdoors, and risk assessments for the premises are in place and other safeguarding records and policies meet statutory requirements. They are kept safe because most staff have attended child protection training and they have a sound knowledge and understanding of Safeguarding Children procedures. There are suitable procedures in place for the recruitment of new staff and appropriate checks are carried out to ensure their suitability. The manager is able to verbalise plans for the future and clearly recognises the need for ensuring that improvements are effective to fully meet children's needs. However, whilst the actions from the last inspection have been effectively met the setting has not continued to use self-evaluation effectively to fully identify key areas for concern and development. Staff are qualified and have sought further training to extend their knowledge and skills.

The quality and standards of the early years provision

Children are happy to come to the club with its relaxed atmosphere and make suitable progress in their development and learning. They are encouraged through discussion and questionnaires to decide what activities they would like to do. Their ideas and comments help staff to plan a range of activities that are interesting and fun. However, whilst staff ask children what they want to do and plan a suitable

range of activities based on their interests, they do not link activities to the six areas of learning and there are no specific aims for individual children to ensure they consistently have appropriate challenges and make as much progress as they can. There is a sufficient balance of child-initiated play and more structured focused activities such as planting Marigold seeds or making Mother's day cards where children of all ages readily join in. Children show a real interest in books and words as they read quietly on their own or to a member of staff and happily work together to construct with 'Wedgits' or 'Stickle bricks'. They also work together developing collaborative skills and solving basic problems, for example, as they play top trump card games or more complex board games such as trivial pursuit. They develop appropriate skills for their future learning as they count, recognise their names and have opportunities to use electronic equipment.

Children are cared for in a clean and healthy environment although they are not actively encouraged to adopt good hygiene practices such as washing their hands after using the toilet or before handling food to prevent cross-infection. They enjoy a varied menu that includes a good range of healthy snacks such as breakfast cereals, wraps, assorted sandwiches and soup and a good variety of fresh fruit. There is a choice of milk, water or fruit squash to drink. Snacks always include fresh fruit and any individual dietary needs are always considered when planning menus. However, children have limited opportunities to develop good self-help skills because they do not pour their own drinks, help prepare their own snacks or clear away their dirty plates and help clean the tables. Staff preparing food have completed food hygiene training which they put into practice each day. Outdoor physical play is offered regularly in the secure adjacent outdoor area, ensuring children enjoy fresh air and exercise. Children are well behaved, they know the rules and understand the importance of sharing the toys and equipment and being kind to one another. Older children are thoughtful towards the younger ones and are happy to help and include them. Staff use a consistent approach when necessary as they calmly and quietly remind children not to sit on the tables as they may fall and hurt themselves.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3
How well are children safeguarded?	3

Quality and standards

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

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

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 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.