

The Den out of School

Inspection report for early years provision

Unique reference number	EY375743
Inspection date	21/04/2009
Inspector	Rachel Ruth Britten
Setting address	The Den Before & After School Club, Business & Technology Centre, Radway Green, CREWE, CW2 5PR
Telephone number	01270 884 443
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 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 was registered under the present provider in 2008. The setting is privately owned and operates from three converted houses situated on the Imex Spaces Business Park in Radway Green, near Alsager. Children are cared for within six playrooms located on two floors. There is a large secure area available for outdoor play. A maximum of 60 children aged four to 11 years may attend the setting at any one time. The setting is open each weekday from 07.00 to 09.00 and 15.00 to 18.00 during term time and each weekday from 07.00 to 18.00 during school holidays. Children attend from the local community and surrounding areas and are taken to and collected from several schools in the locality.

There are currently 82 children on roll aged from four to 11 years. Of these, three are within the Early Years Foundation Stage (EYFS). There were 35 children present on the day of inspection. The care provided to children aged over five years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The setting employs five members of staff including the manager. The manager is qualified to level 3 in early years and three staff are qualified to level 2. Two staff are working towards a level 3 early years qualification. The setting receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

Overall, the quality of provision for children in the EYFS is satisfactory. The manager and key worker staff recognise the uniqueness of each child and their family. They work hard to find out about and complement the learning and development that children receive in the different schools they attend. Four and five year olds attending are welcomed and included in games and play experiences alongside their older siblings and friends in the after school setting and have their own designated playroom. Adults have started to observe, assess, plan and provide for each one to make progress as they play. Key strengths lie in partnership with parents and consulting children about the activities of the club. Numerous improvements have been implemented since the recent inspection and staff continue to undertake further professional training. However, systems for identifying and prioritising areas to improve do not work well. As a result, records and procedures only adequately safeguard children.

What steps need to be taken to improve provision further?

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

- further extend the key worker role and the use of periodic summaries under

the six areas of learning in order to help make individual plans for children's next steps

- ensure that up-to-date records are maintained of all drivers, escorts and their vehicles, including insurance details
- ensure that procedures for the safe use of the trampoline equipment are understood by parents and staff and that these are reviewed as necessary.

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

- obtain an enhanced Criminal Records Bureau Disclosure check in respect of all people who work directly with children and have unsupervised access to them (Suitable people).

21/05/2009

The leadership and management of the early years provision

The manager is qualified and has prioritised professional training for senior play worker staff. However, she is part of adult to child ratios both on school runs and within the setting. As a result, insufficient time is given to necessary forward planning, organisation and reviewing of the setting's strengths and weaknesses. For example, there is no clear plan for future changes to build upon strengths and minimise weaker areas.

Nevertheless, many requirements of the EYFS are now in place and others are slowly being implemented. For example, the club has written to each school, informing them of the names of the children in reception class who attend the club. The letter asks for joint working within the EYFS in order to meet each individual child's learning and development needs consistently. Key staff seek to make links with each child's reception teacher and share observations and day to day information so that the loop from school to home is not broken and all parties work together for the child's good.

The manager demonstrates a commitment to long term improvement through the improved supervision and support of staff through annual appraisals and training. She has introduced a system to check the ongoing suitability of staff and has improved the accident recording system. The policies on equality of opportunity, inclusion and partnership with parents are working effectively and all children are well integrated. In addition, children have improved 'home rooms' around the setting, and school holiday activity plans are tailored to meet the needs of three age ranges. However, a Criminal Records Bureau check, evidence of the suitability of one driver and vehicle, and reviewing of the risks for use of the trampoline remain incomplete since the last inspection. The manager has started these, but not completed them in a timely way.

There are warm, supportive and flexible relationships particularly between the manager and parents. The views of parents and children are sought annually and a 'wish board' is regularly used by adults and children to convey their wishes about

activities, equipment, and food. Parents are pleased that the club is providing individualised learning and development for children in reception year and that they are linking with schools to promote more consistent care and education.

The quality and standards of the early years provision

The learning environment, resources and activity plans are appropriate for out of school provision for children in the EYFS. Children particularly enjoy the well resourced role play, outdoor physical play and arts and crafts. Key staff have begun discussing what children have done during their school day and recording this in a diary so that they can complement and consolidate this within the club and pass it on to parents. This also helps young children to relax and settle in upon arrival after school. Records of what individual children can do are underway and plans for next steps have been completed for some children. However, next steps plans are not completed for all four and five year olds and key workers do not prioritise spending time with their key children. These aspects hold back individualised input to maximise young children's progress.

Children's welfare is adequately provided for because activities, resources and caring adults contribute to a welcoming, fun atmosphere. Activities contrast well with the formal teaching received in school and offer suitable opportunities for physical and creative development. For example, children play team games outside and devise role play games and sometimes bake. Trips in the school holidays to parks, cinemas, sports facilities and places of interest are also appropriate pastimes which foster children's knowledge and understanding of the world and personal, social and emotional development. Children are healthy, enjoying active outdoor play in the large grounds, using swings, trampolines, painting easels and growing flowers. They are encouraged to adopt hand washing before eating to avoid cross-infection and can have a drink of water from the cooler at any time. Fruits, salad and vegetables remain on the menus and staff make efforts to encourage children to eat these as well as the sandwiches, toast and carbohydrates on offer.

Children are taught to keep safe through use of safety belts and booster seats on mini busses and clear ground rules on trips to public places. Registration and collection arrangements are robust and staff supervision supports the safe use of sports equipment. Informal, friendly relationships forged between staff and children are successful in promoting good behaviour and care of one another. Adults and children respect particular additional needs, including religious, language and dietary requirements, and enjoy being with children who do not attend the same school as they do. Designated play rooms and named coat hooks help build a strong sense of belonging, as do ongoing discussion, questionnaires and newsletters to ensure that every child's wishes and preferences are taken into account.

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?	2
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?	2
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

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