

# Dean After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	317431
<b>Inspection date</b>	19/05/2009
<b>Inspector</b>	Karen Ling
<b>Setting address</b>	Dean C of E Primary School, Dean, Workington, Cumbria, CA14 4TH
<b>Telephone number</b>	01946 861 408
<b>Email</b>	07518895565 emergency 3pm to end of session
<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 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

Dean After School Club opened in 1997. It is run by a voluntary committee and operates from classrooms within Dean, Cumbria Church of England Primary School in the village of Dean. The club serves children attending the host school and surrounding areas and supports children with learning difficulties and/or disabilities. A maximum of 32 children under eight years of age may attend the club at any one time. Children over eight years may also attend the club. The setting is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. The club is open each weekday after school from 15.15 until 17.45.

There are currently 66 children on roll. Of these 23 are under eight years and of these six are in the Early Years Foundation Stage.

There are four staff who work with the children. Three hold appropriate level 3 early years qualifications. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The enthusiasm and determination of staff and committee members has brought about significant improvement since the last inspection. They are dedicated to maintaining a most enjoyable out of school provision for each child. Staff know and include all children and meet individual needs well and work tirelessly to ensure new ideas and activities are continually introduced.

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

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

- ensure food is stored at an appropriate temperature until served.

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

- ensure the written procedure for dealing with concerns and complaints contains all the necessary information. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

19/06/2009

## The leadership and management of the early years provision

Leaders and staff work extremely well together as a team and are well supported by the strong management committee. The group has a clear direction as evidenced by the thorough analysis of self-evaluation. Clear targets are identified

in the action plan and policies and procedures have been reviewed and updated. The majority are in place and underpin good practice. However, the complaints procedure does not include all the necessary information which is a requirement of the Early Years Foundation Stage.

Staff have a good awareness of child protection issues and an appropriate safeguarding policy is in place. Good site security ensures that staff are vigilant about the comings and goings of other site users. Recruitment and vetting procedures are robust and new staff are well supported through the induction process.

The good rapport with parents is clearly evident. Information is effectively passed on to parents via the notice board and through informal discourse. The regular two-way dialogue keeps staff and parents informed about children's individual needs and differences. The strong partnership which exists between the setting and the school is beneficial to both parties and to families. Children's well-being is of paramount importance and the open dialogue between all adults ensures the smooth transition throughout the day for children.

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

Children clearly enjoy their time at the club. An interesting and varied range of indoor and outdoor activities are planned which follow children's interests and ideas. As soon as children arrive they eagerly select toys and resources and use their initiative to make up their own games. For example, a group of children took the role play kitchen equipment into the gazebo and played 'homes'. A simple climbing wall with a soft landing surface, and a range of challenging equipment enables children to explore and practise a range of physical skills. Children speak confidently to each other and adults, and are keen to explain the benefits of playing outdoors. They learn and use basic gardening skills and are very pleased with the hanging baskets they have planted up. Their vegetable patch helps them to learn about the benefits of growing and eating fresh vegetables and salad. Good hygiene routines are followed by children. For example, they wash hands after play and before eating. Staff follow good hygiene routines during food preparation. However, food is sometimes prepared in advance and not stored at the correct temperature until snack time.

Puzzles, books and a range of craft materials and role play resources are on offer during indoor play. Behaviour is exemplary because staff set very good role models, promote awareness of staying safe and manage children well. Children learn to share, take turns and are patient, for example, as they wait to start snack together. They develop knowledge about the world around them because of staff's efforts to encourage children's awareness of the environment and cultural differences. The club has signed up to the Wild Nature Scheme, set up a weather station and put up bird feeders. They learn about aspects of other cultures through fun activities, such as making Mardi Gras masks. Plans reflect a broad range of familiar and new experiences that link to all areas of learning. As a result, children's interest and involvement is maintained.

## 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>	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?	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR7) 19/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR7). 19/06/2009