

# Delce Junior School Breakfast & After School Club

Inspection report for early years provision

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<b>Type of setting</b>	Childcare on non-domestic premises

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## **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.

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## Description of the setting

Delce Junior School Breakfast & After School Club is privately owned and one of four provisions run by City Way Nursery Limited. It opened in 2008 and operates from Delce Junior School, Rochester, Kent. The club is based in the Family Room and also has use of the information technology suite, library, corridor and outside play area. The provision is open each weekday, term time only, from 7.40am to 8.40am and 3.30pm to 6.00pm for 39 weeks of the year. The club is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to care for a maximum of 40 children from four years to under eight years. Children over eight years may also attend.

The out of school club employs a supervisor, who holds a Level 3 qualification and two or three other staff, with appropriate early years qualifications, depending on the numbers of children attending.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time spent at the out of school provision because they can take part in a wide range of indoor and outdoor activities. Staff have a sound knowledge of the children's home circumstances, likes and interests and develop effective relationships with parents. However, opportunities are missed to ensure that any gaps in children's learning are identified as procedures for actually involving parents in children's learning and liaising with reception teachers are not yet fully established. The recently appointed supervisor has started to identify some aspects of the provision she intends to develop further and her commitment to change and on going training provides a sound basis for the group's capacity to maintain continuous improvement.

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

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

- use information gained from observations, parents and teachers to plan and complement children's individual learning across the six areas
- ensure that policies and procedures relate fully to the out of school club and contain up-to-date and necessary information
- further develop the system for self-evaluation involving parents and children
- review procedures for tea time and provide more opportunities for children to be independent

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

The club supervisor demonstrates a sound understanding of her role and responsibility for safeguarding children. Necessary checks have been completed on all adults working with children and staff are fully aware of the importance of not leaving anyone who is unvetted alone with children. Regular risk assessments to the indoor and outdoor areas ensure that hazards are minimised and children are kept safe.

The premises are well organised and children have some opportunities to self-select and choose what they want to play with. Staff put out resources and activities, such as puzzles, games, construction and creative materials on tables, before children arrive. However, the daily plan of activities is based on children's likes and interests and includes use of the library and IT suite as well as outdoor play. Also during the session children can help themselves to other resources of their choice from the cupboard.

The setting actively promotes an inclusive service and ensures that all children and families are valued and respected. Children attending the club come from three different schools in the area and represent a number of different cultures. Children get on well together in a friendly, sociable atmosphere. Although the club has limited positive image play resources, children take part in activities to promote diversity and a wall display depicting self-portraits of the children demonstrates that they have a sense of belonging and feel valued.

Although parents are made to feel welcome and are provided with some information about the setting, the club's policies and procedures have been adopted from the nursery, so therefore do not necessarily relate fully to the out of school provision. The supervisor is in the process of looking into ways of developing partnerships further with the parents and reception class teachers. For example, by introducing contact books to share information about children's learning. She has also started to monitor and evaluate the provision using the Early Years Foundation Stage manual provided by Medway Early Years, in order to identify areas for future improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children feel secure and safe in the setting because staff are consistently available to help and support them. Adults are effectively deployed and appropriate measures are in place to keep children safe and to ensure that they can move around the setting confidently and freely, but can not leave the premises unnoticed. Children are making satisfactory progress as staff observe children as they play and talk to them about their likes and interests and plan activities accordingly. However, because the system for parents and teachers to share information about children's learning is not yet fully established, identifying any gaps in children's learning in relation to each of the early learning goals is difficult.

Children enjoy taking part in a variety of indoor and outdoor activities that enable them to develop skills for the future. Indoors, children have use of the IT suite, helping them to increase their computer, keyboard and mouse skills. They enjoy various drawing, colouring and writing activities as well as exploring with play dough. They particularly like sitting with an adult to play games, such as Snakes and Ladders and Downfall, and building with construction resources, such as Stickle Bricks and Lego. Weather permitting, staff encourage children to take part in a range of physical activities outdoors and organise activities to help them learn about nature.

Children are friendly and sociable because staff consistently praise and support their social skills and generally act as good role models. However, at tea time, although children are encouraged to spread their own bread and toast with butter and toppings of their choice, staff tend to hand out slices of bread and slices of cold meat straight from the packet, rather than offering them to children from a plate. Children have independent access to fresh drinking water throughout the session. Staff and children use anti-bacterial gel for hand washing before tea time and children are encouraged to wash their hands after going to the toilet, helping them to learn appropriate personal hygiene routines. The premises are clean and well organised with areas for children to chill out and rest if required and to take part in physical play when weather does not allow for outdoor activities.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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