

Dothill Out of Hours

Inspection report for early years provision

Unique reference number 208192
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Inspector Fiona Robinson

Setting address Dothill Primary School, Severn Drive, Wellington, Telford,
Shropshire, TF1 3JB

Telephone number 01952 248005

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

Dothill Out of Hours Club (also known as Tick Tocks Out of Hours Club) opened in 1999. It operates from a single storey building and is situated in the grounds of Dothill Primary school in the Dothill and Wellington area of Telford. The interior consists of an entrance hall, main activity room, kitchen, art room, games room, quiet room and bathroom facilities. There is ramped disability access to the building. The club has its own fully enclosed garden available for outdoor play. There are currently 70 children from four to 12 years on roll. Of these, eight are under five years of age. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club caters for children from Dothill Primary School during term time and extends the service to children from other schools during school holiday periods. Term time opening hours are Monday to Friday from 07:30 to 08:45 and 15:15 to 18:00. During school holiday times the club operates Monday to Friday from 07:30 to 18:00. The club closes for bank holidays and between Christmas and the New Year. There are nine part- and full-time staff that work with the children. All but one member of staff have early years qualifications to NVQ Level 2 or 3.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is outstanding, because the staff team are very effective at promoting the children's welfare. They work hard to ensure all children are included in activities and their individual needs are fully met. Children are confident and keen to participate in a wide range of well-planned activities. Partnerships with parents and the host school are excellent and help the children to feel valued and cared for. Staff have a very clear knowledge of the setting's strengths and areas for improvement and there is an outstanding capacity to further improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the use of technology, including information technology, in activities
- extend observations and assessments to cover the achievements of all children

The leadership and management of the early years provision

Children feel very safe and secure because of the excellent partnerships between staff, parents and carers. Comprehensive policies and procedures are fully implemented to ensure that children are safeguarded from harm and neglect. Staff are very careful to minimise the risks for children and carry out regular safety checks throughout the premises. Security is given a high priority and children are

supervised at all times to ensure their safety. Staff have an excellent knowledge of safeguarding procedures and work hard to protect the children in their care.

The club is very well led and managed. Effective self-evaluation systems identify what works well and areas in need of improvement. Staff are fully committed to continued improvement, for example in information technology and the use of technology in activities. They have also recognised the need to extend their observations and assessment systems to all children. They have made good progress in addressing the recommendations of the previous inspection. In particular, they have improved staff induction procedures to enable monitoring and consistency. Excellent links exist with the host primary school and staff benefit from the use of a range of indoor and outdoor facilities. These help to ensure children make a smooth transition to and from full-time schooling. There are excellent links with parents, who are kept fully informed of different aspects of the club's activities. Staff ensure that all parents know how well children are getting on at the club and play a vital role in communicating information between school and home. A very well-organised notice board provides parents with valuable knowledge of the policies, procedures and special events they need to be aware of.

The quality and standards of the early years provision

Children enjoy learning through play and practical activities. Staff regularly meet to plan activities and share assessments. They involve children well in the planning and value their contributions to activity plans. Assessment records detail the achievements of the youngest children, however the staff have identified the need to include all children in this process.

Children enjoy healthy snacks such as toast and healthy spreads, yoghurt and fruit. They are kept very well informed of healthy eating and enjoy planning the menus for snack time. They like to create healthy fruit cocktails, bake bread and prepare giant fruit kebabs. They learn the importance of taking exercise and enjoy playing football outdoors. Children develop an excellent understanding of healthy lifestyles and how to keep safe. They feel very safe and secure because staff work very well together to ensure a safe, positive and secure environment. Children learn to use equipment safely as they make carrot cake for snack time. They greatly benefit from talks from the police and fire service on how to keep safe.

They enjoy learning about Australia and create wonderful displays of Aboriginal art. They co-operate very well when playing snooker and enjoy playing table top games with their friends. They create detailed desert island maps before searching for treasure and enjoy pond dipping activities. They develop a very good awareness of environmental issues and enjoy exploring Apley Woods. Literacy skills are developed well through the study of traditional tales such as the African tale of 'The Honey Hunters'. Children with learning difficulties and/or disabilities are sensitively supported by experienced staff who have an excellent understanding of their individual needs. Children behave very well and play harmoniously together. Staff have high expectations and are excellent role models.

Overall, children develop their independence well and are very well prepared for life outside the school day.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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

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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