

Dunalley After School & Breakfast Club

Inspection report for early years provision

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Inspector Fiona Robinson

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Type of setting 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

Dunalley After School & Breakfast Club opened in 2000 and is run by a committee. The club operates from one base room within Dunalley Primary School, located to the north of Cheltenham town centre. The club has shared use of the computer room and school hall. There is an enclosed hard-surfaced play area, playing field and climbing area for outdoor play. There is disability access to the setting. The club is used mainly by children attending the school and is also open to the local community on a pre-booking basis. A maximum of 24 children may attend the club at any one time. There are currently 28 children on roll aged between three and eight years including children up to 11 years. Of these, five children are under five years of age. The club is open each week day during school terms from 08.00am to 08.45am and 3.15pm to 6.00pm, and during school holidays from 08.00am to 6.00pm. The club employs four staff. The playleader has a degree in professional primary education and is currently working towards National Vocational Qualification at Level 3 in playwork. All staff have relevant childcare qualifications. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Activities are well organised and children respond well to the care and support they are given. Good partnerships with parents and the host school ensure that information is shared effectively to support children's individual needs. They are fully included in indoor and outdoor activities. Management and staff are keen to continue to improve the quality of care and education provided for children. They have good capacity to improve in the future.

What steps need to be taken to improve provision further?

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

- develop planning and the use of assessment to inform future learning
- develop assessment procedures and use of technology to record children's achievements.

The effectiveness of leadership and management of the early years provision

The staff have a good knowledge of safeguarding procedures and carry out risk assessments regularly to ensure children are safeguarded from harm. Good use is made of the outside play space and children use a good range of equipment that is safe and suitable for their age. Comprehensive policies and procedures ensure children are safeguarded well. The setting is secure and there are rigorous systems in place for parents to follow when collecting their children. Children's safety is

promoted effectively, because staff ensure that they are well supervised indoors and outdoors.

Partnerships with the host school are good and information is shared effectively. The setting benefits from the use of its facilities, including the computer suite and outdoor environment. Partnerships with parents are good, because clear, comprehensive information is shared through newsletters, informal discussions and an informative notice board. Parents say that staff are welcoming and caring and that their children enjoy coming to the setting.

The setting is well led and managed and good self-evaluation systems ensure that improvements have a positive impact on the children's experiences. Staff are well deployed and effective use is made of resources to meet the needs of the children. Staff plan together and demonstrate a good idea of their strengths and areas for development. They recognise the need to develop the use of assessment to record children's achievements through the use of the digital camera and computer. Planning is being developed to include assessments to inform future learning. Staff actively promote equality and diversity and all children are fully integrated and achieve well. Good progress has been made in addressing the recommendations of the previous inspection by a dedicated staff team who have an embedded ambition and are committed to driving improvement. All records are in place for safeguarding and children are supported well in their play by staff. The setting demonstrates a good capacity to improve in the future through strong teamwork and effective links with parents and the school.

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

Play is well planned and purposeful both indoors and outdoors. Staff have a good understanding of the children's interests and include these in the activities. Weekly meetings with the childcare manager help to ensure that the youngest children's needs are being met. Children are cared for by a competent, well motivated staff. Key workers share information daily and have rightly identified the need to develop the use of assessment.

Children behave well and treat each other with friendliness, care and courtesy. Staff have high expectations and involve the children in writing the 'Rules tree' for the club. Children acknowledge their acceptance of the rules and boundaries they have helped to introduce. Staff have a very good relationship with the children. They encourage them to be independent and confident in their choice of activity.

Children learn about the importance of an activity as they join in free play and some organised activities such as ball and parachute games. They enjoy exploring the adventure playground. They are encouraged to make healthy choices at snack time and are keen to help to prepare the fruit and vegetables. They share resources sensibly and learn how to use equipment safely as they play in the tyre trail and balance on beams. Children respond well to the care and support given by staff.

Children enjoy being involved in the planning of sessions and making independent choices from a wide range of resources and equipment. They use their imagination well as they paint pictures and create colourful collages. They enjoy painting a submarine and creating sea creatures for their 'Under the Sea' display. They develop mathematical thinking as they play tabletop games and sort items such as cars and toys. Their skills are developed well through topics such as 'People Who Help Us' and 'Bonfire Night'. Children enjoy building dens, while festivals such as Diwali enrich their cultural experiences. Overall, the children are well prepared for their next stage in learning and 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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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