

Dovedale Out of Hours Kids' Club

Inspection report for early years provision

Unique reference number 503961
Inspection date 30/03/2010
Inspector Sarah Drake

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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

Dovedale Out of Hours Kids Club is one of nine out of school settings run by the company. It opened in 2001 and operates from rooms within Dovedale Infant and Dovedale Junior School. The school is situated in a residential area of Mossley Hill in south Liverpool. The setting serves the pupils of the host schools. The setting is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 80 children between the ages of four and eight years may attend the out of school club at any one time. The club offers to care for children up to eleven years of age. The out of school club is open each weekday from 8am to 9am and from 3.15pm to 5.45pm. During school holidays it is open on weekdays between 8am and 5pm. All children share access to an outdoor play area. There are currently 131 children aged from four to under 12 years on roll; of these 60 are aged under eight years, and of these 10 are in the Early Years Foundation Stage.

The setting employs eight part-time, permanent staff. Three of the staff, hold appropriate child care qualifications to level 3. The manager is qualified to level 3 in playwork and four other staff are qualified to level 2 in playwork. The setting is part of the 4Children quality scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the setting because it is exceptionally well led and managed. Staff work together as a very close-knit and cheerful team, all of whose members dedicate themselves to catering as well as possible for each child's individual needs. The motto of 'Kind hands, kind feet, kind words' is firmly embedded in daily practice, creating a warm, welcoming atmosphere in which children feel secure and have great fun. Rigorous self-evaluation and prompt action underpin the setting's outstanding capacity to improve further.

What steps need to be taken to improve provision further?

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

- improve the record maintained of accidents to provide clear confirmation that staff have informed parents and/or carers of any accidents and first aid treatment given.

The effectiveness of leadership and management of the early years provision

Comprehensive checks ensure staff's suitability to work with children. Excellent access to further training keeps them up-to-date with current practice related to

safeguarding as well as other aspects of high quality childcare. Staff are very alert to potential hazards and skilled at raising children's awareness of how to keep themselves safe, without quashing their curiosity to explore and experiment. The manager regularly reviews risk assessments and ensures both adults and children know about, for example, changes to evacuation procedures during building work. Training and practice about accidents and first aid are of high quality, with excellent record-keeping, although the system currently in place shows no confirmation that staff inform parents and carers of any action taken.

Weekly staff meetings provide regular opportunities to share ideas and raise any concerns. Staff take turns to plan the coming week's activities, starting with an evaluation of the current week's success. This creates excellent scope for them to play to their different skills, to use a range of resources and to provide variety for the children. The manager oversees the weekly plans and adapts them, using information about an individual child's needs and skills, to ensure all have equal opportunity to be interested and involved. Further meetings between the manager and others within the same group add to the potential for gaining new ideas and adopting best practice. The leadership is highly ambitious and always seeking to improve, using the views of all stakeholders as the main starting point. Leaders and managers are very clear about how they can do even better and have an outstanding record of improvement since the previous inspection.

Excellent partnerships with school staff and parents and carers make a strong contribution to children's learning and enjoyment. The planning complements that for the Reception classes and staff share information about children's progress as well as their welfare. Regular meetings between the setting and school leaders, as well as some shared training, for example, about nutrition, help to create seamless provision for each child. Staff provide parents and carers with plenty of information and take good account of their knowledge of their child's individual preferences and needs. Parents highly praise the staffs' work, using phrases such as 'Everything is wonderful!' and 'Sometimes my child cries because he doesn't want to come home!' to express their appreciation.

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

Children thoroughly enjoy their time at the setting because staff organise all the activities to capture their interest and cater for their different needs. When children first join the club, staff spend much time talking with them to discover more detail about them as individuals than can be outlined on a registration form. As a result children feel valued, confident to express their thoughts and have a strong sense of belonging. They behave exceptionally well and are equally happy to join with others making a line of construction pieces extend across the room, or to settle down and read a book. They readily volunteer to help, for instance, serve the fruit at snack time and fully understand that 'rules are to keep us safe.' Adults unflinchingly treat children with respect and are extremely skilful at joining in and extending their play. For example, two adults encouraged children in very different ways to practise their counting, physical and turn-taking skills through games of catch or throwing items into a large bin. Another adult diverted attention away

from a potentially hazardous game of 'football' using small cars by asking the participants, 'Do you think you could get them to run under a chair or through a playhouse?' Staff capitalise on opportunities to extend children's knowledge about people's differences and similarities, for instance, through craft activities related to a range of festivals or asking older children to explain to others about their beliefs and traditions. They build up exceptionally detailed information about each child, which clearly identifies their skills development and the next steps they need to take, and use this highly successfully to help them make excellent progress while they play.

Children contribute greatly to the success of the setting through, for instance, discussions at club council meetings and making decisions for suitable rules. They fully understand the need to tell staff if they wish to leave the room, or the reasons for washing their hands and wearing an apron when helping to create the snack time pizzas. Children can tell others what to do if the fire alarm rings and they are very generous in their offers to include newcomers in their games. They sustain their concentration for good lengths of time and have a strong sense of fairness. The setting helps prepare children extremely well to take their place in the wider community.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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