

Dringhouses After School Club

Inspection report for early years provision

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Inspector

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Setting address

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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

Dringhouses After School Club opened in 1996 and is managed by a voluntary committee. It operates from the Social Club opposite Dringhouses Primary School. Children attend mainly from the primary school. The club uses the social club's main room and the adjacent smaller room and associated facilities. The adjacent playing field is used for outside play. The club operates each weekday during term time from 3.15pm to 6pm. The breakfast club is also managed by the committee and operates from the primary school. It is open each weekday morning from 7.35am to 8.45am term time only. Currently, the club offers daily sessions in the school holidays, dependent on demand.

The club is registered for a maximum of 24 children under eight years old at any one time, no more than 24 may be in the early years age range. Currently, there are 51 children on roll, of whom seven are in the early years age group. The club offers care to children aged over five years old to 11 years old. It is registered by Ofsted on the compulsory and voluntary Childcare Registers.

There are seven staff who work with the children, of whom four hold qualifications in play work and childcare at National Vocational Qualification level 2 and 3. The club is a member of the organisation '4Children' and receives support from the local authority development worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and enjoy their time at the club due to staff's caring approach, which contributes successfully to their ongoing learning and progress. The staff provide an inclusive environment where children's safety, welfare and individual needs are effectively supported. The overall partnerships established with parents and the school are good. This enables the sharing of information to support children's ongoing needs and to provide consistency through a shared approach. Staff work very well together along with the management committee to identify areas to develop and improve as a club, such as the opening of the breakfast club.

What steps need to be taken to improve provision further?

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

- develop more opportunities for parents to comment and contribute to the club's evaluation process.

The effectiveness of leadership and management of the early years provision

Staff have completed recent safeguarding training. The clear policy in place covers signs of abuse and the procedures to follow when reporting concerns. The recruitment and selection process for staff is effective to ensure suitability through appropriate checks being carried out. The induction process is recorded and staff appraisals are carried out, which assists management to identify staff's training and development needs. The club's risk assessments are detailed and cover the premises and outside provision, which are monitored on a monthly and weekly basis by staff. Other records, policies and procedures are reviewed to ensure they remain up to date and reflect current practices within the club. The equal opportunities policy promotes the importance of supporting and recognising that all children are treated with equal concern. The club offers an environment that reflects cultural and social diversity and is welcoming for parents and children. Children take part in celebrations which promote other traditions and cultures. Visits in the local community and to areas further afield ensure children get a variety of experiences, such as the seaside and wildlife park.

Staffing levels are managed effectively to ensure children's safety and are supported with additional relief staff to ensure ratios are met at all times. Children have a good range of resources and activities provided on a daily basis. They have access to the resource cupboards to enable them to make independent choices in supporting their interests. The premises are rented by the club and the space and facilities are used creatively for the children's needs by staff. The children are engaged and occupied throughout the session and are fully supported by staff. The children have their own ideas book, which enables them to add their comments about what they want to do and how this can be implemented, which is valued by the staff. The staff and committee monitor the operation of the club in what it provides for the children and seek additional support from the development worker. This enables the club to be effective in identifying areas to improve and develop in the future. The staff attend training to update their knowledge and skills, which contributes to raising the overall quality of provision for the children.

Partnerships established with parents are good and a parent welcome pack is provided. This includes all aspects of the club's operations and provides details of the policies and procedures. Daily contact by parents with the staff encourages the sharing of information. The notice board and the newsletter provides parents with up to date news and other regulatory details. Parents value the club in what it provides, but there are no other systems to gain feedback from the parents to further enhance the club's evaluation process. Feedback is sought from the children who give high praise to the staff and the fun activities and outings provided. The links with the school are good. The contact with teachers and the club staff encourage a shared approach to how children are supported.

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

A staff member is allocated as the key person to the early years children who attend the club. This ensures the activities and related plans for the children are linked to the areas of learning in relation to the children's skills and needs. They take responsibility for liaising with the school and parents. The children can choose freely from the activities provided and there is a suitable balance of child and adult-led involvement. The plans in place are completed weekly to provide a variety of experiences for the children. The key person observes what the children take part in and enjoy, which enables them to build on children's interests and skills and encourages their independence and social interactions.

Children have good opportunities to talk with each other and the staff, which enables them to develop their speaking and listening skills well. Children have support with their reading, as they bring their books from school along with other homework they want to complete. Writing and other activities enhances and encourages children's skills, such as writing names of football teams. Children enjoy a range of games where they use a dice, match numbers and count. Children develop their knowledge and understanding of the world through positive images and resources provided through their activities. They contribute to the club rules of what is not acceptable behaviour, including discriminatory language and bullying. The club's behaviour policy promotes and recognises positive and effective behaviour management. This supports the children to take a level of responsibility to manage disputes between themselves. The staff offer effective and meaningful praise and encouragement with the children in what they do.

The staff provide the children with a variety of healthy foods at snack time. They have a wide range and choice, such as different fruit, breadsticks, crackers and cheese. The tables are cleaned by staff to ensure these are clean and ready to serve food. Provision for the children to manage their personal care has improved and all facilities are in place for them to wash their hands, which is monitored by the staff. Parents have information on the procedures to follow if their children are ill to minimise cross-infection. Safety awareness with the children is managed very well, as they cross the road daily to and from the club and school. Clear instructions are provided for both staff and children to ensure they all cross together at the appropriate crossing place. Children regularly participate in the fire evacuation procedure, which is recorded and links to the club's risk assessment. Safety is discussed regularly with the children, as they contribute to the club rules, which includes all aspects of keeping safe inside and outside of the premises. This is very effective in developing children's skills in managing risk and personal safety.

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