

Dolphins Out of School Club

Inspection report for early years provision

Unique reference number 105852
Inspection date 11/05/2010
Inspector Kevin Wright

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Dolphins Out of School Club is registered to provide out of school care for 40 children from four years to under eight years; children over the age of eight can also attend. There are currently 122 children on roll and, of these, 12 children are in the early years age group. The club is managed by a voluntary committee and eight members of staff are employed including a manager and deputy. The staff working directly with the children have relevant childcare qualifications or are working towards them. The club operates on the site of Pinhoe Church of England School, on the eastern edge of Exeter. It has its own room in a recently built unit and has use of a room in the adjoining pre-school whenever needed. There are toilets and a kitchen area. The club has its own enclosed outside space. The school playgrounds are available for it to use. Dolphins Out of School Club is open Monday to Friday from 8am to 8.50am and from 3.15pm to 6pm during term time, and from 8.30am to 6pm during holidays. Breakfast and morning and afternoon snacks are provided. During the holiday club, children bring their own packed lunch. The club 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 satisfactory.

Children are made welcome and enjoy the good range of resources and equipment. They are settled and happy and enjoy their time at Dolphins Out of School Club. The Early Years Foundation Stage is well supported to ensure learning needs are met. The club is not alert to all matters of safety and safeguarding. There is a good partnership with parents to ensure relevant information is shared to support children. However, some parents do not follow the correct procedures for collecting their children. The provider makes good use of formal and informal evaluation to help identify strengths and areas for improvement. The club is run satisfactorily and staff work effectively as a team to provide a welcoming environment where children can feel at home and engage themselves fruitfully. The club has a satisfactory capacity to improve.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the premises both indoors and outdoors are safe and secure, for example, providing a gate to prevent children accessing the kitchen area and ensuring children cannot leave the premises through the outside gate during outside play (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 01/06/2010
- ensure the premises both indoors and outdoors are 01/06/2010

safe and secure, for example, ensuring parents and visitors can only access the club through the main door (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

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

- ensure children are aware of the correct hygiene procedures, particularly with regard to washing hands before eating.

The effectiveness of leadership and management of the early years provision

The quality of leadership and management is satisfactory. A secure and robust recruitment process ensures all necessary vetting of candidates takes place. All staff have received enhanced CRB checks, as have all committee members. Staff work well together to provide a welcoming and enjoyable experience for all children. The club has a positive culture of equality of opportunity and all children are made welcome and are supported in their learning and development. Each day, staff collect younger children from their school adjacent to the club, to bring them to the after school club. Younger children are led by staff to their school after the breakfast club. The club has established effective partnerships with other agencies and providers.

Children learn about fairness and sharing and this is reflected in their spontaneous play where others are encouraged to join in. The premises are easily accessed and, currently, some parents are not adhering to the correct protocols when collecting a child. The outside area is fenced but the gate is not locked.

The staff develop a good picture of individual children's needs, interests and hobbies and help reflect these in the range of provision. Good dialogue with parents and carers enhances that picture. Parents feel that the staff know their children well and provide a safe and nurturing atmosphere for the children.

The staff meet regularly to review and plan the sessions and for training. The committee has been proactive in seeking to ensure that staff undertake all the necessary training and that they have a positive situation in which they can enhance their relevant qualifications. Children play a role in the review process to bring about improvements to the provision. The 'Dolphin Kids Council' makes proposals for additional equipment or resources, to which the committee has responded positively. Parents feel the club is well run and that communications are good. They appreciate the regular newsletters and information sheets, and the time they have to discuss matters in their daily contact with the club.

The club has a wide range of equipment and resources for children to use. For children in the Early Years Foundation Stage, the club has introduced an effective tracking system linked to the levels in the six areas of learning and development. Through this, children's particular strengths and areas for development are

mapped and relevant activities introduced. For example, within cooking activities, there is a focus on counting and measuring in order to strengthen and consolidate children's use of number.

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

Children enjoy attending the club. They arrive happy and relaxed. They are used to the regular routines and feel at home. The inside space is well organised with an eating area, activity tables, a soft seating area and a number of larger pieces of equipment, such as a small pool table and table football apparatus. Children interact comfortably with one another and with staff. Staff show pleasure in engaging with the children and helping them in their play activities. Staff are good at finding ways to extend play activities to present more challenge to the children where appropriate. Staff are not always vigilant in matters of hygiene. During the inspection, none of the children washed their hands before eating. The children freely handled the food that they or others would then eat.

There is a very settled atmosphere. Children choose what they would like to eat and pass things to one another at the tables. After eating, children move to games or equipment they want to use. They are cooperative with one another and there is a friendly family atmosphere engendered by staff. Staff know the children well and talk to them about what they have done on previous days and what they have enjoyed. Adults show a genuine interest in talking to the children about their day at school or other matters. Staff are deployed effectively between indoor and outdoor spaces.

Children enjoy the range of resources set out, including the pool table, table football, Lego sets, electric circuit wiring sets, small world toys and models, clay modelling material, paints and craft materials. Children are generally confident in choosing what they would like to do. Children play together well and there is a good relationship between older and younger children. For example, children sitting together around a table playing with the electric circuitry kits ranged in age from Year 1 to Year 6.

Children have good opportunities to enjoy fresh air and exercise. In the outside area, children know the safety rule and don fluorescent tabards before going into the play area. They access equipment for themselves for the storage hut. The equipment is stored so as to allow children easy and safe access. A wide range of resources, including construction kits, balls, tyres and other equipment are all used. Children playing outside enjoy energetic play and develop their eye and hand coordination and their ball skills, using balancing skills and enjoying larger construction kit activities. The play is harmonious. Children play in pairs or groups that gather spontaneously. Staff engage well with children in play activities.

Children involve themselves with a large variety of activities, both child-initiated and adult-led, including cooking, building 3D models and making pottery items. Cooking features in the Dolphins Club that runs during school holidays. The kitchen area is not currently separated by a gate from the play area. The club runs trips

and visits during the summer holiday period. For example, beach visits to Exmouth, visits to the Outdoor Activity Centre at Escot and involvement in the Forest School. Records show that trips are risk assessed and checked out thoroughly before the visit. The club receives visits from a range of providers, for example, the falconry display during the summer programme.

To help promote the positive caring atmosphere in the club, a wall chart displays points which are awarded to a child if they are seen doing something helpful, being nice to one another, playing well, or producing something. A further wall display showing safety rules includes many contributions from the children, demonstrating the emphasis on safety and on consideration for others that reflects the principles of the Dolphins Out of School Club.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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

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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 01/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 01/06/2010