

# Dorrington Kids Club

Inspection report for early years provision

---

<b>Unique reference number</b>	229036
<b>Inspection date</b>	21/09/2010
<b>Inspector</b>	Susan Rogers

<b>Setting address</b>	Dorrington Primary School, Dorington Road, Perry Barr, Birmingham, B42 1QR
<b>Telephone number</b>	07940 555263
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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**

Dorrington Kids Club opened in 1994. It operates from an annexe building adjoining Dorrington School in Perry Barr, Birmingham. Children have access to the school playground and hall. All areas of the setting can be accessed by using the ground floor entrance. The out of school club serves children that attend Dorrington Primary School. The setting is able to support children with special educational needs and/or disabilities, and those who speak English as an additional language. A maximum of 29 children from four to eight years of age may attend at any one time. The setting also offers care to children up to the age of 11 years. There are currently 43 children aged from four to 11 years on roll, of which two are within the early years age range. Children attend for a variety of sessions.

The group opens five days a week all year round. Sessions are from 8am until 9am and 3.25pm until 6pm during term times. During school holidays sessions are from 8am until 6pm. Seven members of staff, including the manager, work with the children. One member of staff has a level 6 child care qualification, four members of staff have a level 3 qualification and two have a level 2 child care qualification. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are engaged in play, which interests and stimulates them whilst they are cared for in a welcoming environment where staff provide mostly effective learning opportunities. The setting is working towards identifying its strengths and weaknesses by consulting with all users of the setting and, therefore, is motivated towards further improvements and better outcomes for children. Successful working relationships with parents and carers contribute towards providing a consistent approach for children's learning and development. Children's health and safety is promoted, although systems for recording risk assessments are not fully developed. Staff are continuing to develop their knowledge and understanding of the Early Years Foundation Stage.

## **What steps need to be taken to improve provision further?**

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

- develop a systematic approach to observing children and use the assessment to plan next steps in their development
- review staffing arrangements so that the undertaking of domestic tasks are planned to allow staff to meet the individual needs of the children by offering a greater variety of adult-led and child-initiated activities
- make sure that there is an area which is adequately equipped for the

- provision of healthy meals, snacks and drinks for the children as necessary
- develop further the risk assessment to cover anything with which a child may come into contact.

## **The effectiveness of leadership and management of the early years provision**

Staff have an appreciation of child protection concerns as they have attended relevant training and new staff undertake a comprehensive induction process. A satisfactory system is in place for the recruitment and selection of staff to ensure that children are cared for by adults who have completed appropriate checks. The setting supports staff in their pursuit of further training and professional development and monitors staff progress using an appraisal system.

The security of the premises is well maintained with clear procedures in place as parents collect their child and as children are collected from the school setting. Risk assessments are documented and include outings and the outdoor areas, however, these currently contain insufficient detail of the risks that are present and may compromise children's welfare. A system for measuring the effectiveness of the setting has been implemented and includes consultations with both parents and children through questionnaires and discussions in order to identify areas for improvement.

Policies and procedures are subject to regular review with children's registration details, accident records and registration of children's attendance being suitably maintained. Established routines, such as regular hand-washing, protect children against infections and illness. There are sound procedures in place regarding sick children, which helps to prevent the spread of infection and keeps children healthy.

Partnerships with other providers delivering the Early Years Foundation Stage are developing adequately in respect of promoting the continuity of children's learning and well-being. Children are learning about other cultures through positive explanations and images. There are systems in place to support children who speak English as an additional language and who need individualised care. Staff have established good links with children's parents, which is a particular strength of the setting.

Although much of the sessions provide children with positive learning opportunities, some domestic tasks carried out by practitioners limit a fuller programme of learning as children are not able to access care rooms during this time.

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

Children are welcomed into a warm and caring environment. They enter the setting happily and show interest in all of the available resources. The sessions are mostly well organised, with children enjoying a range of play opportunities.

Children's communication skills are promoted as staff work with the children, asking questions so that they further explore their curiosity. The children enjoy each other's company and behave well. This is most apparent when they work together in small groups enjoying the support of their friends as they produce three dimensional models. They learn about sustainability issues as they creatively use food packaging to construct innovative art work. They are considerate and mindful of other's needs as they share space and resources with each other.

Children's language skills are extended as they talk to each other and staff whilst they play. They access books from a selection on the book trolley and draw and mark-make using brightly coloured pens and pencils. They develop their problem solving skills as they count the legs on a spider and play food lotto.

All children are eager to demonstrate their skills in group games and enjoy more challenging play as they use the outdoor playground. A range of outdoor activities that include skipping and ball games help develop their skills in coordination. Their coordination is further developed as they use scissors, pens and glue to aid them in their creative skills. They explore their creative talents by using a range of art and craft materials to create their own work, alongside more structured activities, such as creating images inspired by ancient Egypt. Themes that are used in school are often used to inspire activities at the setting, assisting with children's continuity of care and learning. Their knowledge of the world around them is encouraged by outings to local parks during the school holidays and through exploring the outdoor area of the school.

Staff support children's play as they join in and become involved in activities. A suitable range of activities is planned, which is varied and fun. The observation and assessment of children is being developed and currently does not fully identify their next steps in their stages of development. Children gain an awareness of their local communities as those who have community based employment are invited to share their experiences with the children.

Children have a good appreciation of the importance of healthy eating, as they enjoy a balanced snack and access drinks when they wish. Staff work very hard and demonstrate resourcefulness when providing healthy meals, snacks and drinks despite there being no kitchen facilities in the setting. Staff encourage children to adopt safe and responsible behaviour and children are gaining a sound understanding of road 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----