

# Denim Out Of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY360015
<b>Inspection date</b>	07/10/2010
<b>Inspector</b>	Janet Keeling

<b>Setting address</b>	Bridgetown Primary School, Byron Road, STRATFORD-UPON-AVON, Warwickshire, CV37 7JP
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<b>Type of setting</b>	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

Denim Out of School Club opened in 2007. It operates from Bridgetown Primary School in Stratford-Upon-Avon. It is one of five out of school settings run by Polkadot Day Nurseries Ltd. The setting is based in a large hall with access to toilet facilities. The setting also has the use of the main school hall and access to outdoor play areas.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 26 children from four to under eight years may attend the setting at any one time. Currently there are 42 children on roll, of these, three children are within the early years age group. Children attend for a variety of the sessions on offer. The setting is open from 3.15pm to 6pm, Mondays to Fridays, during school term times. The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language.

There are three members of staff who work directly with the children, of whom, all hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and relaxed at this after school setting. They have developed very positive relationships with staff and clearly enjoy their time as they are able to engage in a wide range of interesting activities, which are both adult-led and child-initiated. Staff work well as a team and have a good awareness of the Early Years Foundation Stage Framework; consequently, children make good progress in their learning and development. Staff strive to offer an inclusive and welcoming service where all children are valued and respected as individuals. Effective partnerships have been established with parents and the host school, ensuring that children's individual needs are supported. Documentation is largely in place, accessible and well maintained and risk assessments are mostly thorough. The manager and staff demonstrate a positive attitude and a good commitment towards continuous improvement of the setting.

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

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

- review and develop the risk assessment procedures so that they cover anything with which a child could come in to contact
- review and improve the arrangements for the recording of incidents and

emergency evacuation procedures and ensure they are easily available for inspection.

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

Good priority is given to safeguarding children. The manager and staff have a good understanding of health and safety issues and have written policies and procedures in place to support the running of the setting. Risk assessments are completed, but they do not clearly demonstrate how all identified risks to children are minimised. Written fire procedures are in place and staff ensure that regular fire drills are completed. Staff routinely verify the identity of all visitors and have a visitors' book in place. All staff have a good understanding of child protection procedures, are aware of possible signs and symptoms of abuse and know who to contact should they be concerned about a child in their care. Effective procedures for the recruitment and vetting of staff are in place, together with effective procedures for the induction of new staff. Most required documentation is complete and well maintained; however, arrangements for recording incidents and emergency evacuation procedures are not clearly documented and stored. The deployment of resources is good. For example, staff are successfully deployed to support the children's care, safety and well-being and make good use of space and resources.

Staff are enthusiastic, motivated and work well together as a team. They have a good understanding of their roles and responsibilities and have addressed the recommendations made at the previous inspection. They are committed to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. For example, they monitor and evaluate the quality of the provision through their self-evaluation system and through feedback from children and parents. Methods to promote equality and diversity thread through the setting as children enjoy activities and access to equipment that is representative of diversity and engage in open discussions with staff. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated. For example, all staff have completed their paediatric first aid and safeguarding training. Consequently, children's care and well-being are further supported.

Staff demonstrate a clear commitment to working in partnership with parents and as a result partnerships with parents are good. Children benefit from the warm and relaxed relationships that have been established between their parents and the staff. The daily exchange of information ensures that children's changing needs are consistently met. A parents' notice board ensures that parents and carers have access to information about the running of the group. For example, their registration certificate and public liability insurance are displayed. The setting's policies and procedures are accessible to parents at each session. Parents speak highly of the group and say that their children are very happy and enjoy their time at the setting. The manager and staff have developed very positive links with teachers at the host school, ensuring children's care, learning and well-being are fully supported.

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

Children benefit from a welcoming environment and from the staff's knowledge and understanding of how to develop learning through play and as a result, they clearly enjoy attending the group. On admission to the setting all required documentation is completed. Consequently, children are cared for according to their parents' wishes. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. Staff know the children very well, they observe and assess the children as they play and use information gained to fully support ongoing learning and development. Children are familiar with the daily routines and look forward to meeting up with their friends where they can share the day's news and play together. Feedback from children's questionnaires support that children enjoy attending the group. For example, children say, 'I enjoy reading and playing tennis', 'I enjoy playing football' and 'I like to play with my friends'. When asked, the children also say that they enjoy attending the club, have lots of toys and equipment to play with, do lots of interesting activities and really enjoy the outdoor play activities.

Children enjoy spending time relaxing and chatting happily to their friends. They access a wide range of activities and games that have been put out in readiness for them, which allow children to make choices about their own play. They are also very aware of what resources are available in the group; and confidently ask for toys and equipment and seek support from staff when required. Children enjoy making pictures with beads and drawing pictures in quiet concentration. The setting allows them to play independently and with their peers and children show respect for each other as they share and take turns. Older children in the group are very aware of the younger children's needs, as they are caring and offer support when needed. Role play games are also popular at the setting, and children play together happily as they dress dolls and act out different scenarios. Children's understanding of diversity is supported in the group, as they access books and resources that are representative of diversity and they recognise cultural festivals throughout the year. There are good opportunities for children to develop their physical skills, as they have daily access to the outdoor areas. They relish being outside, where they cooperate well while playing team games, skilfully use skipping ropes and enjoy the challenges of the climbing apparatus.

Children's behaviour in the group is very good and they behave in a manner that is supportive of their learning. They develop confidence and self-esteem because staff give regular praise, encouragement and support. Children are involved in putting together the 'Club Rules' at the start of the autumn term. They discuss and agree the rules with staff, which are then written up and placed on the club's notice board. Children know they should 'stay calm and quiet while inside', 'listen and respond to all instructions' and 'take care of all equipment and belongings'. Children develop an awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children to use equipment safely and only to access the designated outdoor areas. Children are aware of what to do in an emergency as they regularly engage

in emergency evacuation procedures. Children's understanding of good hygiene practices are reinforced throughout the sessions. They routinely wash their hands before snacks and after using the toilet. Healthy eating is promoted and children access a range of healthy snacks, such as crackers and wraps with chicken, ham and peppers, as well as bananas, apples and raisins. Drinking water, juice and fresh fruit are also readily available to the children throughout the session.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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