

# Dunholme Kids Club

Inspection report for early years provision

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**Unique reference number** 253541  
**Inspection date** 11/11/2010  
**Inspector** Tara Street

**Setting address** Dunholme St Chads Primary School, Ryland Road,  
Dunholme, Lincoln, Lincolnshire, LN2 3NE  
**Telephone number** 01673 860597  
**Email**  
**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

Dunholme Kids Club is run by a voluntary management committee. It opened in 1999 and operates from rooms within Dunholme St Chads Primary School in Dunholme, Lincolnshire. Children have access to a secure enclosed outdoor play area. It serves families and children from the local community and surrounding areas. A maximum of 32 children aged under eight years may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged from eight years to 14 years. The setting is open Monday to Friday from 7.45am to 9am and from 3.20pm to 5.30pm. The setting is open for two weeks from 8am to 5.30pm during the school summer holidays.

There are currently 66 children on roll. Of these, 27 are under eight years and of these eight are within the early years age group. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. Of these, four hold an appropriate level 3 qualification in early years and/or playwork and one is currently working towards a level 3 qualification. The setting is a member of the '4Children' Network and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy spending time in a relaxed and friendly environment where staff get to know them well as individuals. They are involved in a good range of activities which are provided according to their interests, and enhance their learning through play and conversation. Staff place a high priority on children's safety and well-being. The positive relationships established with parents and carers and other professionals contribute towards children making good progress in their development. All members of staff are enthusiastic in their roles and work successfully together to secure continuous improvement as they reflect upon their practice and identify aspects for development.

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

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

- provide more regular opportunities for children to use information and communication technology and programmable toys to support their learning
- develop further the system for seeking information from parents about children's interests and preferences on admission
- review routines to ensure opportunities for children to develop their self-

reliance and independence skills are consistently provided.

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

Staff carry out annual and daily risk assessments to ensure that children play and learn in a safe environment, both inside and out. Clear staff recruitment procedures check staff suitability to work with children. Staff have a good understanding of how to recognise signs and symptoms of abuse and the procedures to follow should they have concerns. They update their knowledge regularly through ongoing training and understand their responsibilities. All of this helps to effectively protect children from harm. Detailed record keeping, documents, policies and procedures are in place to guide staff practice. Well qualified and experienced staff provide a flexible service for families and children who attend. They provide a welcoming environment in which children can choose to relax or be active, with access to a good range of well organised resources. Effective staff deployment provides good support for children's welfare and development. They get to know children as individuals, which means that all children's needs are well met. Staff help children develop a positive attitude towards people's differences by providing a good range of resources that reflect diversity and by setting a good example of how to respect everyone.

Staff promote positive relationships with parents and carers and supply detailed information through regular discussions, a parents' notice board and newsletters. They use information supplied by parents to get to know about children, however, information on their interests and preferences is not gathered systematically to inform planning for their first sessions. Staff have established good partnerships with the host school and other early years professionals to promote children's confidence, development and to exchange relevant information. This, together with the observations and assessments they make themselves, helps to promote children's good progress. Children with special educational needs and/or disabilities are well catered for as staff communicate well to ensure consistent care.

The setting's self-evaluation gives the manager a good understanding of the strengths and areas for development of the early years provision. Staff's, parents' and children's views about the setting are actively sought via questionnaires and ongoing discussion. Improvements made to date have had a positive impact on the overall quality of the early years provision and the outcomes for children. The recommendations made at the last inspection have been fully implemented.

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

Children quickly settle and soon begin to feel confident and secure in the relaxed, yet well organised, environment. They make their needs known and enjoy sharing experiences and ideas with staff, who are friendly and interested in them as individuals and put them at their ease. Children behave very well. They know what is expected through familiar routines and clear explanations. Staff remind children

of the rules and their views are valued when agreeing codes of conduct for a harmonious group. Children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. They are developing their independence through tasks, such as choosing toys and equipment for themselves. However, some opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided.

Planning is securely based on the children's interests and achievements and helps to guide staff in their delivery of the curriculum. Children make spontaneous choices from the wide range of toys and equipment available and concentrate well on self-chosen tasks and adult-led activities. Children use language well to communicate, initiate conversations, describe what they are doing and organise their play. They solve problems as they build, construct and play games. Children enjoy playing games where they take turns, work as a team and use individual skills. For example, a group of children enjoy playing board games and display a range of skills as they follow instructions, use fine motor skills and calculate the scores. They use their imagination as they act out real life and imaginary situations with role play equipment and small-world toys. Children enjoy drawing and cutting activities and use a variety of art materials to create firework pictures, decorate masks and collages. They develop a good understanding of the world around them as they chat to adults and each other and take part in everyday activities. This is further enhanced through planned activities, such as creating Rangoli pictures, Native American animal totems and Diwali door hangings. Children's information and communication technology skills are generally promoted as they experience regular opportunities to access the school's computer suite. However, other opportunities for children to explore technology, such as battery operated and programmable toys are limited. Staff are aware of this and are working to develop this aspect of the provision.

Children enjoy a healthy lifestyle. They practise good procedures for their own personal hygiene, and learn to make healthy choices in what they eat through discussion and good examples set by adults. Children have daily opportunities for fresh air and exercise, with a good choice of equipment to help develop large muscle skills. For example, they participate in throwing and catching activities and enjoy playing football, bulldog, parachute and skipping games. They learn about aspects of their own safety through planned topics, such as making soup, stained glass window biscuits and stuffed hedgehog bread, which includes recognising hazards in the environment and using equipment safely.

## 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

|                                                                  |   |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

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

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|------------------------------------------------------------------|---|
| <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