

Dane Bank Kids 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

Dane Bank Kids Club opened in 2010 as a limited company. The club operates from Dane Bank Primary School in Reddish, on the boundary of Tameside, Manchester and Stockport. Children have access to a community room, hall and another classroom in the school. There are three separate outdoor areas for outside play. The club is open Monday to Friday and offers before and after school care, from 7.30am to 8.55am and from 3.10pm to 5.30pm, with an option to 5.45pm during school term times. This is for the children who attend the school. The club also operates Monday to Friday from 7.30am to 5.45pm during school holidays and takes children from the community and further a field.

The club is registered to care for a maximum of 40 children at any one time under the Early Years Register and the compulsory part of the Childcare Register. Of these, no more than 32 children may be in the early years age group and no children may be under the age of three. There are currently 95 children on roll and of these, 17 are in the early years age group. The club is also registered on the voluntary part of the Childcare Register.

There is a staff team of 15 full and part-time staff. Of these, 13 work directly with the children and of these, eight hold appropriate qualifications. Both the managers hold appropriate foundation level degrees. The club works in close partnership with Dane Bank Primary School and many of the other local schools and nurseries. They are members of the Out Of School Club Alliance (OOSCA) and receive support from the local authority development officers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A secure understanding of the Early Years Foundation Stage ensures children's care, learning and welfare is well promoted in a warm and nurturing environment. The enabling environment and the stimulating, age-appropriate activities supports children's learning requirements and enables them to achieve and enjoy themselves in a generally inclusive setting. Partnerships with parents and others effectively help staff understand children's backgrounds, abilities and effectively meet their needs. Systems are in place to evaluate the setting which takes into account the views of all its users and targets development work which builds on their achievements to continually improve outcomes for the children who attend.

What steps need to be taken to improve provision further?

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

- develop the monitoring systems to improve the analysis of the learning and progress between differing groups of children to better ensure inclusive

provision.

The effectiveness of leadership and management of the early years provision

A good awareness of child protection issues and the Local Safeguarding Children Board's procedures ensures all staff can respond appropriately if safeguarding concerns arise. Children are protected through appropriate recruitment and vetting systems which ensure adults working with the children are suitable to do so. Premises are kept safe and secure through appropriate risk assessment which recognises and minimises hazards. Entry and exit to the premises is well managed ensuring children cannot leave unattended and adults cannot freely enter. Children are well supervised by staff who deploy themselves effectively and are kind and caring towards the children. They spend their time playing with them and this promotes children's sense of belonging and the happy and harmonious environment.

The organisation of toys and activities provides a stimulating and inclusive environment which promotes children's independence effectively. Staff take time to seek information from parents, such as their children's likes and dislikes and current interests. This, together with the information shared by the children's teachers enables key worker staff to develop an understanding of and effectively meet children's care, learning and development needs. Systems to track children's progress are effective and demonstrate their good progress based on individual starting points. However, the systems used to monitor the overall learning opportunities are less effective, consequently, information is not sufficiently analysed to ensure that no particular groups of children are disadvantaged in any way. Overall, children enjoy consistency and cohesion between home, school and the setting.

Systems are in place for self-evaluation of the provision. Managers, staff, children, parents and other professionals share their reflections and ideas regularly enabling the setting to recognise their strengths and identify areas for development. For example, they have developed their induction procedures for new staff by introducing a mentor system to better ensure consistency in the understanding of roles and responsibilities and the ethos of the provision. They have also made activities more accessible and easily transportable by reorganising their storage. Children have a 'voice' in their club through the newly introduced children's suggestion box and verbal discussions. Parents speak highly of the provision and its flexible approach. They are particularly confident in the safety of their children at the club and the quality of activities which reflect their children's interests.

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

The organised and stimulating environment helps children to become independent and active learners as they freely select activities of their choosing. For example, children engage in a range of self-initiated activities, such as developing dens and

searching out mini-beasts. Other children design and build railway tracks and then act out scenes with small wooden trains. Children use their problem solving skills in practical ways. For example, they sort and calculate how many pieces of fruit they need to make their kebabs. They celebrate festivals and try a variety of foods, to help them to learn about the wider world and their play materials positively represent the diversity of the world we live in and this is helping them to develop a positive attitude towards others.

The staff team recognises children's uniqueness through informal observations which highlight children's abilities and interests. These complement the information they regularly receive from the children's teachers and parents and are used effectively to provide the children with consistency and cohesion in their learning. As a result, children are supported appropriately to make good progress. Overall, children behave well, following the rules which they have devised. An effective key worker system ensures children develop trusting relationships with consistent adults and a balanced routine ensures they know what to expect next. This helps children to settle easily and feel safe in the setting.

Children are self-assured communicators. They talk confidently with the staff and their peers, initiating conversation about events in their lives. Their language is promoted by staff asking them open-ended questions which challenges them to think. Children have lots of meaningful opportunities to develop their writing skills and express their imagination through a variety of media. Samples of these are attractively displayed, which boosts children's self-esteem and aiding their sense of belonging. Children are developing skills and attitudes which will contribute effectively to their future learning.

Children learn about their health and are becoming bodily aware. They are independent in their personal care and understand why and when they should wash their hands with older children reminding some of the younger ones when they forget. Children are beginning to recognise the importance of being healthy. This awareness in personal health is further promoted through a choice of healthy snacks, such as toast and fresh fruit. Water, milk and sugar free juice is easily accessed by the children and they can relax and rest in comfortable areas. Children thoroughly enjoy playing outdoors in the fresh air. They play team games and discover 'treasure' with metal detectors. They collect caterpillars in their bug catchers and are delighted when they find frogs in their garden area and make a habitat for them with tyres. Opportunities like these are helping them to negotiate and co-operate with each other. A good selection of outdoor equipment is helping them to develop their physical skills and refine their co-ordination. They balance across logs and manoeuvre vehicles competently. They learn to follow pattern sequences in activities where they move to music and are developing an awareness of the importance of physical exercise as part of a healthy lifestyle.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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

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

Met