

The DX Club

Inspection report for early years provision

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Inspector

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Setting address

Duxford C of E Community Primary School, St. Johns
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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

The DX Club opened in 2003 and is run by a voluntary management committee. It operates from a classroom within Duxford Community Primary School in the village of Duxford, Cambridgeshire. Children have access to an enclosed outdoor play area and to the school playing fields. The club serves children and families from the local and surrounding areas.

A maximum of 26 children from three years to under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight to 11 years. There are currently 34 children on roll, of these, nine children are within the early years age group. Children attend for a variety of sessions. The club opens Monday to Friday from 8am to 8.45am and from 3.20pm to 6pm during school term time only.

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

There are four members of staff who work directly with the children. Of these, two hold National Vocational Qualifications (NVQs) at level 3. The club 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, settled and engage in a range of enjoyable activities which take account of their interests and individual needs. Staff are caring, friendly and strive to offer an inclusive and welcoming service where all children are valued and respected as individuals. Most policies and procedures are in place and implemented effectively to safeguard and promote children's safety. Staff share warm and meaningful relationships with parents and are aware of the importance of strengthening links with other early years professionals at the host school. All staff demonstrate a positive commitment towards the sustained and continuous improvement of the club which is well placed to develop in the future.

What steps need to be taken to improve provision further?

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

- improve links with other providers of the Early Years Foundation Stage in order to fully support children's ongoing learning
- develop further the process of self-evaluation in order to better identify the club's strengths and priorities for development that will improve the quality of

the provision for all children.

The effectiveness of leadership and management of the early years provision

Priority is given to safeguarding children. All staff have a good understanding of child protection procedures and know who to contact should they be concerned about a child in their care. Effective procedures for the recruitment and vetting of new staff are in place, ensuring that children are cared for by suitable people. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Risk assessments and daily checks contribute to the environment being safe, secure and free from hazards. Written fire procedures are in place and staff ensure that regular fire drills are completed. Staff are successfully deployed to support the children's care, safety and well-being and make good use of available space despite using a shared building.

Staff are caring, act as good role models and have a good understanding of their roles and responsibilities. They are committed to improving outcomes for children and demonstrate a positive attitude towards the continuous improvement of the club. Children's views are sought regularly through the use of questionnaires and information gained is used to influence future planning. Systems for monitoring the quality of the club are currently developing as staff do not yet have a full understanding of the main strengths and areas for development. Methods to promote equality and diversity thread through the club, this is successfully achieved through activities, and through open discussion between staff and children. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated. Consequently, children's care and well-being are further supported.

Partnerships with parents and carers are good. Staff keep parents and carers fully informed about their child's day, ensuring that any information received from school is passed on to parents the same day. A parents' notice board in the entrance hall ensures that parents and carers have access to information about the running of the club. For example, their registration certificate and public liability insurance are displayed. Parents are also able to access the club's policies and procedures at each session. Children benefit from the warm and relaxed relationships that have been established between their parents and the staff. Feedback from parents during the inspection was very positive. They said that their children are happy, kept safe and enjoy a wide range of activities. Comments taken from the most recent parent questionnaires included, 'staff are welcoming and friendly' and 'staff are flexible and provide a great variety of activities'. Links with other early years professionals at the host school are satisfactory and are in the early stages.

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

Children benefit from a welcoming environment and clearly enjoy their time at the club. Staff are friendly, caring and spend quality time interacting and supporting children. On admission to the club all required documentation is completed which records children's individual needs. 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 them as they play and use information gained to support children's individual interests. Children are familiar with the day-to-day routine and look forward to meeting up with their friends. They benefit from a good range of opportunities and experiences which complement their busy school day. Feedback from children during the inspection confirmed that they are happy at the club. Their comments included, 'we enjoy attending the club' and 'we enjoy all the activities'.

Children receive a very warm welcome from staff on their arrival at the club and have the opportunity to unwind and relax after their day in school. Children are aware of what resources are available, they confidently access toys and equipment and seek help and support from staff when required. One group happily play with the bricks while others enjoy dressing up in the role play area. At the creative table children enthusiastically make badges in readiness for the introduction of the 'buddy system'. Children play well independently and with their peers and 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. Children are beginning to develop an understanding of diversity as staff encourage positive, open discussion about people's similarities and differences and as they recognise and celebrate festivals throughout the year. Themes, such as St George's Day, Chinese New Year and May Day enrich their experiences. They engage in cooking activities, explore different media, such as paint, sand and water and enjoy exploring their natural environment. Children have good opportunities to develop their physical skills and have daily access to the outdoor areas. They relish being outdoors where they enjoy the challenges of the trim trail equipment, and have fun playing basket ball, kicking and throwing balls and climbing trees. They enjoy treasure hunts around the school playing fields, making dens, playing hide and seek and visits to the local park.

Children's behaviour in the group is good. They are polite, have very good manners and respond positively to the boundaries set. They develop confidence and self-esteem because staff give regular praise, encouragement and support. They show respect for each other and the club's rules. During a recent children's meeting at the club the children decided to put in place a 'buddy system'. This will help and support the new early years children settle into their new environment. Children develop a good 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 support them as they engage in regular emergency evacuation drills. Their understanding of good hygiene practises are reinforced throughout sessions. Children engage in activities that promote

healthy lifestyles and also access a range of healthy foods. For example, they enjoy pasta dishes, jacket potatoes with various fillings and fish cakes with new potatoes and sweet corn. Children can also help themselves to a range of fresh fruit from the fruit bowl at any time during the session. Drinking water is readily available to the children, ensuring they remain hydrated.

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