

Dipton Out of School Hours Club

Inspection report for early years provision

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Inspector Pauline Pinnegar

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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

Dipton Out of School Hours Club is a committee run group. The club was registered in 1999. It operates from rooms within Collierley Primary School in Dipton, County Durham. The club serves the local area and has strong links with the host school and three other schools within the local area. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 7.30am until 9am and 3pm until 6pm during school term time. Each Wednesday afternoon wrap-around care is provided from 11.45pm until 3.15pm for children who attend the school nursery. The club also operates during school holidays from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 25 may attend the club at any one time. There are currently seven children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to 11 years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs four key childcare members of staff and three staff members are employed to transport children to and from schools. Of these, four hold appropriate early years qualifications. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff respond to all children with sensitivity, which results in a happy, inclusive environment. Children make satisfactory progress in their development and systems for observations and assessments are developing. Most aspects of children's welfare are promoted appropriately at the club. Suitable partnerships with parents and other early years providers are being developed to ensure continuity of care and education for children. The manager, who is relatively new in post, is aware of the strengths of the provision and has started to address weaknesses, identifying appropriate aspects to prioritise for future development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that at least one person with a current paediatric first aid certificate is present on outings at all times when children are present (Promoting good health).

19/10/2011

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

- improve the systems to maintain a regular two-way flow of information between providers about children's achievements
- develop planning and assessment for children to further support their learning and development, ensuring children's next steps in their learning are clearly identified and match the expectations of the early learning goals
- develop procedures for regular staff appraisals to identify the training needs of staff, including a programme of continuing professional development
- develop systems for parents to contribute to children's learning and development records.

The effectiveness of leadership and management of the early years provision

The provision is led and managed by very caring staff. Overall, sessions run smoothly because staff are appropriately organised and ratios are appropriately maintained. All key childcare staff have attended safeguarding training and demonstrate a suitable understanding of associated issues. This results in children being well protected. Appropriate vetting and recruiting procedures are in place and ensure staff are suitable. All key staff have appropriate childcare qualifications. However, systems for staff appraisals and supervision are not in place in order to help identify further training needs and professional development. Children are well cared for as staff promote their safety and security satisfactorily. The recording of accidents and necessary adjustments to the environment secures children's general safety and written permission to seek emergency treatment has been sought. Written risk assessments are in place for all areas and outings. All key staff within the club have first aid certificates. However, one member of staff who transports children to and from school has not maintained an up-to-date certificate. This compromises children's safety and is also a welfare requirement.

Equality and diversity is effectively promoted throughout the session as adults support children to negotiate any different opinions they may have. Each child is valued as an individual and has opportunities to enjoy a variety of cultural celebrations. The learning environment is organised so that a suitable range of activities are available to children and this includes a well-resourced playroom, table-top activities, floor activities, a comfortable area to relax and a hall where they can take part in indoor physical play. Recommendations raised at the last inspection have been effectively tackled overall. Policies and procedures have been updated. Children, staff and parents contribute to the smooth running of the club through verbal and written feedback and discussion. A self-evaluation of the setting has been completed by all the staff and considered by the manager who has highlighted some areas for future development. Suitable action plans are in place, with priorities documented in order to bring about continuous improvement.

A good rapport exists with parents. Staff take time to get to know the children and ensure that records include relevant information to enable them to cater for individual care needs. Less information is gathered relating to children's

development as parents do not contribute to children's assessment records. This results in missed opportunities for all to work together to help children reach their full potential and assist planning. Parents spoken to during the inspection report that they feel the setting provides a fun and secure environment. A welcome pack is provided for parents, which includes an overview of some of the setting's policies and procedures, keeping them well informed about how the setting operates. The group is beginning to develop links with early years teaching staff from other provisions and has just introduced daily incident record sheets. However, communication systems are not fully embedded to effectively promote continuity of care and learning for children who attend other settings.

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

Children are happy and settled in the club. Staff are very welcoming and each child is spoken to on an individual basis as they are collected from school. Children enjoy their time at the setting. They access a range of play-based activities that help them practise and consolidate skills. Staff are beginning to consider how they can help the younger children build on their skills through some planned activities. Children busy themselves with craft activities, creating pictures and models from the resources available. They use a range of tools, such as crayons, scissors, glue sticks and sticky tape, developing hand control, supporting writing skills and also their creativity. Some build models with construction sets using a range of language skills to describe their creations. Staff engage in play alongside the children, supporting and encouraging their ideas. Young ones develop their imagination as they play with small world toys, dolls or the dressing up. Books are available for those who wish to read quietly after a busy, structured day at school.

The staff at the club know the children well. They are familiar with their interests and encourage them to develop and build on their skills during play. The manager has begun to develop systems for observing and assessing children in order to ensure that they progress, however, these systems are not being effectively implemented. Children's next steps are not being clearly used to inform planning and so their progress is not maximised. Children behave well. They are encouraged to develop 'club rules', giving them ownership and responsibility about expectations for acceptable behaviour.

Children's health is suitably promoted in the setting. They benefit from fresh air and exercise during outdoor play, with the particular favourite being the 'timber trail'. Physical play is provided both indoors and outdoors, children enjoy a variety of ball games, promoting their enjoyment. They also plant and grow flowers and investigate mini beasts, supporting their interest and developing knowledge and understanding of aspects of the natural world. Staff gather relevant information to ensure children's dietary needs are catered for. During tea time children make choices from a variety of drinks and foods which include some healthy options, such as, fresh fruits, chopped vegetables and wholemeal toast. Children have opportunities to explore healthy eating topics and create their own collage pictures relating to healthy food. Children follow good hygiene practices. They wash their hands before tea and posters are displayed to remind younger ones about good

hygiene practices when visiting the toilet. Children have computer games and a television which they can use to develop their information and communication technology skills. They understand how to stay safe, for example, by holding their pool cues vertically when not in use to avoid hurting their friends. They have also explored topics relating to 'stranger danger' and 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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for) (Also relates to the voluntary part of the Childcare Register) 19/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Welfare of the children being cared for) 19/10/2011