

Daisychain Out of School 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 - Non-Domestic

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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

Daisychain Out of School Club opened in 2003 and operates from Pendle Primary School in Clitheroe. Children attending the primary school are registered with the club. Children have access to a main playroom, school library area, school hall area, auditorium classroom, the quadrangle outdoor area, outdoor playgrounds and suitable toilet facilities. The club operates each weekday, term time only from 7.30am to 9am and 3.25pm to 5.45pm

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children under eight years may attend the club at any one time. There are currently 150 children on roll on a full-time and part-time basis. Children with English as an additional language and children with special educational needs and/or disabilities are welcomed and fully supported at the provision.

The group is privately managed by two individuals. There are six members of staff, of these, four hold early years qualifications to a level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in an interesting, well-equipped and welcoming environment, which reflects most children's backgrounds. There is a good balance of child-initiated and adult-led activities, which promote children's progress towards the early learning goals well. Their safety is exceptionally well promoted. Highly positive relationships with parents and carers ensure each child's need is met. Partnerships with the school are well established and information is regularly shared and used to promote children's achievement and well-being. The setting's capacity to improve is good because effective evaluation procedures are in place.

What steps need to be taken to improve provision further?

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

- develop systems to enable parents to contribute to their child's learning and development record
- develop resources that reflect diversity enabling children to become aware of ethnicity, culture, language, and disability.

The effectiveness of leadership and management of the early years provision

The club demonstrates a very high level of commitment to promoting children's safety. Comprehensive awareness of safeguarding issues among the staff ensures that children's welfare is prioritised. All staff attend training in child protection and

are aware of the contact numbers for reporting concerns should they occur. Extensive recruitment and vetting procedures, including good induction processes, ensure that staff are suitable to work with the children. A rolling programme of training builds on their childcare knowledge. Staff are very vigilant about visitors to the setting. They rigorously check their identity and ask them to sign the visitors book. Children are only released to known adults and the entrance door is kept locked at all times. Comprehensive policies and procedures demonstrate the setting's sensitive and mature attitude, both to protecting children and helping them understand how to keep themselves safe. The management team consistently seek parents' views and permissions concerning a range of safeguarding issues. This ensures that their policies meet not only legal requirements but reflect the needs and wishes of parents. As a result, parents and carers fully understand the steps that the setting will take to protect their children.

The provider, manager and staff team are committed and dedicated in the ongoing development of the club and they share the same vision. Regular consultation with parents, carers and children enables staff to reflect on their practice and identify areas for improvement. The self-evaluation process is ongoing and action plans are agreed, with implemented time scales to address each action. For example, since the club has acquired additional storage space, outdoor resources are being developed and extended. Parents are asked to complete questionnaires and slips are available in the reception area for parents to make comments and suggestions. Children are involved in the monitoring process through continual opportunities to inform staff about what they like and would not like to do at the club. Recommendations from the previous inspection have been addressed, as parents are fully informed of all operational and organisational procedures through daily verbal communication, notice boards and newsletters.

All children are well supported to be able to join in all the activities. Plenty of pictorial images, easily accessible resources and experiences are adapted for all individuals. This encourages all children to have a voice and gives them access to take part in all activities on offer, so that everyone is valued and included. However, resources reflecting diversity in culture and disability are not as developed as other areas. This means that opportunities for children to develop a wider understanding of diversity may be hindered. Parents are provided with a good source of information about the setting and their children's daily activities. Through questionnaires and discussion, parents express how delighted they are with the service. They state that they are kept fully informed about their child's progress and feel confident and assured knowing that their child will be looked after well and experience lots of enjoyment during the sessions. Effective partnerships exist between the club and the school. They are effectively supportive of each other, ensuring that the children are provided with good quality, consistent care.

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

Effective systems are in place in relation to planning and assessment. Staff implement a flexible approach to planning, ensuring there is a good balance of adult-led and child-initiated activities. They take into account that children have been at school all day and a great emphasis is placed on providing activities and experiences where children have fun in a relaxed way, whilst continuing to learn. This ensures that the transition from school to the club is smooth and effectively meets the children's emotional needs.

Children are happy and settled in the calm, but stimulating atmosphere and their individual needs are met well. Many of the staff employed in the club are also employed in the school. Therefore, children and parents are familiar with them and close relationships have been established. This provides consistency of care, which helps to promote children's strong sense of belonging. Positive, caring and nurturing relationships are evident between the staff and children. This provides a secure foundation, enabling children to explore, play and develop. Staff's secure knowledge of the children enables them to meet their needs sensitively. They engage in a variety of activities with them, such as playing snooker, ice hockey and creative activities. Staff are skilled in challenging children to think for themselves and are able to judge when children are ready to be taught new skills, such as developing their mathematical concepts. They observe children on a daily basis and listen attentively, which enables them to identify what children like to do. Activities provided are linked well to the areas of learning and good assessment procedures enable staff to identify any gaps in learning and plan towards the next steps. Each child in the early years age group has an individual learning journal, which is attractively presented with photographs of the children engaged in a variety of activities, samples of their artwork and written observations. However, systems are not yet developed to enable parents to contribute to their child's journal. This means that staff may not always be fully aware of children's abilities, including the things they do at home.

Play provision at the club reflects children's wide and varied interests, given the varying ages of children attending. They engage in activities, such as snooker where they are learning the rules of the game, identifying different coloured balls and using their counting skills. They play indoor hockey, developing their hand and eye coordination and calculating the scores. Children enjoy accessing a variety of Information and Communication Technology equipment, such as, computers, laptops and game consoles, which supports their learning in problem solving and taking turns. Younger children express their interest in racing car games, discussing speeds and reversing techniques. Children excitedly engage in a karaoke machine, taking turns to sing Christmas songs by reading the words on the screen. They practise dance moves and relish in the complimentary comments from their peers and staff. Creative opportunities are exceptionally well promoted. During each session, there is a 'make do' area where children access a wealth of materials to express themselves creatively. They make Christmas tree decoration using techniques, such as, sewing, threading, sticking, painting and they create 'pom-pom' twinkly snowballs and bumble bees. Opportunities for physical

development are well promoted. Children have access to a large enclosed playground where they play football, hopscotch, skipping, skittles and ride bikes and scooters. They also have access to the large school hall where equipment is set out and they engage in team games. Children actively enjoy using their imagination. They happily participate in role play by playing with the dolls and a variety of accessories. They play with pirates and construction bricks and create their own adventure stories. They learn how to take turns and cooperate by playing a variety of board games. They create marble runs and retreat to enclosed areas to relax where they have made dens.

The environment enables children to access different rooms and areas containing different activities and the effective deployment of staff ensures that all children's needs are met and that they are supervised well. They move around the rooms with ease and confidence and in doing so engage in developing new friendships. Children verbally express how much they enjoy coming to the club, so they can be with their friends. They explain that they can choose anything they want to play with and say what they want to do.

Staff implement effective strategies to help promote children's social, physical and economic well-being. They exercise good hygiene procedures to minimise the risk of cross-infection, such as using gel hand wash before they have snacks or after playing outside. Children's dietary requirements are successfully met, as staff gather detailed information from parents and implement robust procedures, ensuring that this is implemented effectively. Comprehensive risk assessments are in place to eliminate the risks to children. Staff are exceptionally proactive in encouraging children to keep themselves safe, through daily routines and explanations. For example, children have devised their own ground rules, which they proudly take responsibility for that are illustrated in their good behaviour.

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	1
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	1
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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