

The Dassett Care Club

Inspection report for early years provision

Unique reference number	EY272214
Inspection date	16/03/2012
Inspector	Jan Burnet

Setting address	Dassett Church of England Primary School, Memorial Road, Fenny Compton, Southam, Warwickshire, CV47 2XU
Telephone number	01295 770 869
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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

The Dasset Care Club opened in 2003 and operates from a room within Dasset Church of England Primary School in the village of Fenny Compton in Warwickshire. All children share access to the school playground and fields. The club is open term-time only, Monday to Friday from 8am until 9am and from 3pm until 6pm.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Registration is for a maximum of 16 children under eight years at any one time and all may be in the early years age group, of these none may be under four years. There are currently 39 children aged from four years to 11 years on roll. Of these, 15 are under eight years and six of them are in the early years age group.

A team of four staff care for the children and two are part-time workers. Of these, three hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provider/manager and staff members promote children's welfare effectively and make sure that children's individual development needs are met. Children's good health is given a high priority and their safety is addressed well, although practice is not fully supported in the risk assessment record. The manager and staff are aware of strengths and areas for improvement and they are working together to ensure that the needs of children, parents and carers are met. Information obtained from parents helps staff to identify and address children's differences effectively. The partnership with parents is good, but partnerships in the wider context are not maximised to ensure the continuity of education and care.

What steps need to be taken to improve provision further?

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

- make sure the risk assessment record includes anything with which a child may come into contact; with specific reference to safety measures should intruders access the outdoor play area
- develop the partnership with other early years providers in order to ensure continuity of education and care.

The effectiveness of leadership and management of the early years provision

The environment created by staff is warm and welcoming. They assess and minimise risks effectively and the risk assessment record is generally good. Staff identify that they are unable to prevent intruders entering the school playing field and so make sure that children are closely supervised and are aware of rules with regard to where they are able to play. However, these safety measures are not included in the risk assessment record. The provider/manager ensures that staff members' suitability is checked before they have unsupervised access to children. Staff are aware of their responsibilities with regard to protecting children from abuse in accordance with the Statutory Framework for the Early Years Foundation Stage requirements and the Warwickshire Safeguarding Children Board procedures. All staff have completed safeguarding training and two have also completed designated person training. Good procedures and practice protect children's health and prevent the spread of infection.

The planning for improvement including processes of self-evaluation is effective. Staff demonstrate a strong commitment to improving their knowledge and skills and their current priority is to ensure that they develop a fully effective system of assessing children's progress and planning for their next learning steps. At the time of the last inspection four recommendations were raised and all have been addressed. These link to accident, fire and attendance records and to providing information on the provision for parents. The club shares the premises with a registered pre-school group and the two teams provide emergency staff cover for each other. They share good practice and ideas. Required documentation and most records are kept up-to-date. Resources meet children's developmental needs effectively.

The partnership with parents is strong. Written information provided for parents includes a full range of policies and procedures. Information obtained from parents is good with regard to each child's backgrounds and needs. Parents are happy with the service provided and in discussion they share very positive views. Questionnaires for parents are provided and they are asked for their opinions on activities, the friendliness of staff and if they are sensitive and supportive, communication, procedures should they have any concerns, and if the premises are clean and safe. Staff ensure that they provide effective inclusive care for children and they demonstrate a good awareness of each child as an individual. Children are encouraged to recognise their own unique qualities and characteristics they share with others. The provider and staff have experience of liaising with external agencies or services to ensure that a child gets the support he or she needs. However, links with other early years providers and teaching staff are not fully effective in ensuring coherence of care and learning for each early years child.

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

Children are happy and settled and they confidently choose and get involved in a good range of activities. Staff are aware of each child's abilities and interests. Relationships between staff and children are very good. Resources are safe, clean and encourage children's natural curiosity as learners. Children of all ages play together and support each other. They enjoy activities equally inside and in the outside play area. Personal, social and emotional development is strong. Children's independence is promoted as they are able to choose and easily select resources from low-level shelving. Their self-esteem is fostered successfully because staff continually praise achievements. Children behave well and have helped to decide upon group rules that include, being kind and helpful, sharing and including others who want to join in with games, listening to others, taking care of toys and helping to tidy away. Children play with resources that reflect diversity in a positive way and they learn about different traditions.

Children's mathematical development is promoted well. They play board games and card games that encourage counting with one to one correspondence, numeral recognition, shape and colour. Pencil control is good. Children enjoy drawing and they label their pictures with their own name. A range of books suitable for early years and older children is always available in a cosy area of the room. Children express their wants and needs clearly and with confidence. They enjoy continual access to art and craft materials, model making materials, construction toys and graphics resources. Children of all ages join together in role play situations. For example, they clear a space and use chairs to make a bus. The early years children are sometimes happy to be told who they should pretend to be, but also confidently make their own decisions. Whilst sitting on the bus children sing, 'the wheels on the bus go round and round'.

Children learn how to keep themselves safe. They know that they must not try to open the door when parents or visitors arrive, they learn to be aware of tripping hazards, and they learn why they must always ask before leaving the playroom to go to the bathroom. Children learn how to protect their own health, for example, good hygiene practices and healthily eating which has been a recent project. A display includes children's drawings on paper plates of what they think are healthy foods, and they have discussed favourite foods and why some of these are not healthy. Children have been helped by their parents to draw up a food diary for the purpose of learning about the benefits of '5 a day'. They enjoy activities outside whilst playing on the school playground and playing field. They practice catching and throwing skills, learn to skip, and skilfully use bucket stilts. Staff provide a healthy snack for children at the beginning of each session and parents provide a packed tea. Children's health is protected because parents are asked to provide a cool pack in order to keep food at a safe temperature.

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

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