

DASH(Dobcroft After School Hours Care)

Inspection report for early years provision

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Setting address	Dobcroft Infant School, Pingle Road, SHEFFIELD, South Yorkshire, S7 2LN
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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

Dobcroft After School Hours Care (Dash) provides out of school care for up to 88 children aged between four and 11 years. The provision is located in Dobcroft Primary School, in Millhouses, a residential area to the south of Sheffield city centre. It caters for children attending the school. The after school care and the breakfast club operate five days a week from 8am until start of school and from 3pm until 6pm during term time. The holiday playcare is open five days a week from 8:30am until 5:30pm during school holidays.

The facility is located on two sites. A maximum of 40 younger children are accommodated in the hall and an adjoining room in the infant school. After school care for up to 48 older children is provided in a large mobile in the school grounds. Up to 32 children of mixed ages are accommodated in the mobile before school and during school holidays. There are adequate toilet facilities and preparation areas for snacks. All children have access to outdoor play space. Currently 150 children attend the facility. Children with special educational needs and/or disabilities are fully supported. There are 11 staff employed at the setting. The manager is level 4 qualified. Two staff are working towards degrees, four hold level 3 qualifications, one is working towards level 3 and one towards level 2.

The provision is registered on the Early Years Register and both parts of the Childcare Register. It is run by a voluntary management committee, has links with the local partnership and receives support from the Out of School Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an inclusive environment where they are valued and respected as individuals. They are happy and content because they are kept safe and secure and have good relationships with staff. Children are offered a wide range of activities both in and out of the club, which supports them in making good progress in their learning and development. The staff team work well together to identify strengths and weaknesses and to ensure the children's needs are being met regularly.

What steps need to be taken to improve provision further?

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

- ensure parents are given the opportunity to review their children's progress regularly and contribute to their child's learning and development record
- ensure effective communication between settings so that children's needs are met and there is continuity in their learning and development
- develop systems so that the next steps in children's learning can be achieved

more effectively and children are able to reach their full potential.

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures are in place, effectively implemented and support the safe and efficient management of the club. The manager is enthusiastic and committed to her role and is ably assisted by the very capable co-ordinator. Alongside the rest of the friendly and committed staff team they ensure children's welfare is promoted to a high standard, and that their time in the setting is beneficial to their learning and development. Effective systems are in place to ensure staff are suitable to work with children and for the induction of any new members. Staff attend a good range of training courses in order to safeguard and care for the children appropriately. There are regular staff meetings to ensure that the provision is monitored and evaluated. Recommendations from the previous inspection have been addressed fully.

The environment is well planned and good use made of every space. Staff know the children well and are fully aware when support is necessary. All children are valued highly and staff have a caring, positive approach at all times. There is a balance of adult- and child-led activities on offer which the children independently choose. Children with additional needs are welcomed and supported within the club and staff are deployed effectively to meet the needs of all children.

There are good relationships with parents and they value the service provided, however systems need to be developed so parents are given the opportunity to review their child's progress regularly and contribute to their learning and development record. Relationships are good with the school but communication needs to be more effective so that the children's needs can be met more fully and there is continuity in their learning and development.

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

Staff have a good understanding of the Early Years Foundation Stage and provide a wide range of learning opportunities. Staff observe children's interests as they make dens using tables and sheets. They use this information to plan future activities which ensure the children enjoy their learning. Children's progress is recorded which includes written observations and next steps in their learning. However, records do not ascertain if the next steps have been achieved which is important in ensuring the best outcomes for children.

Staff value the children, giving them opportunities to talk about themselves to the rest of the group during snack time. Snacks consist of healthy options which staff discuss with the children. Staff consider learning opportunities with the younger children as they count grapes with them, All children are very happy and settled within the club. The youngest ones have good relationships with the older ones and feel at ease as they join in activities such as sewing with large needles.

Children can choose from a range of adult-led and independent activities. They choose from a range of colours as they paint salt dough models.

Children's communication, language and literacy skills are developed through a print rich environment and a library of books to choose from covering a huge range of subjects. They develop Information Communication Technology skills through the use of several computers and a range of programs. There are extensive puzzles and games allowing children to build on their mathematical development while they practise sharing and taking turns. Children are developing their creativity because staff provide many opportunities such as painting, mark making, dressing up and role play.

Staff support children very well in learning about keeping healthy and safe, they understand why they must wash their hands before they eat and after personal care. Children vote daily for in or outdoor playtime; they thoroughly enjoy the fresh air and show good control of their bodies as they use climbing equipment and explore the large grounds. The large school hall provides further opportunities to exercise using a range of quality equipment including balls and hoops.

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	3

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