

Dorrington Kids Club

Dorrington Primary School, Dorington Road, Perry Barr, Birmingham, B42 1QR

Inspection date	04/10/2012
Previous inspection date	21/09/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Areas of learning are adequately promoted and children's development is promoted through observations and the assessment of their progress which is shared with parents. There is a good balance between child-initiated and adult-led activities.
- Children enjoy their time at the provision, forming friendships with peers and interacting positively with adults. Their independence is well promoted through routine activities, such as snack time.
- The manager has a sufficiently secure understanding of the requirements of the Early Years Foundation Stage and monitors the educational programme regularly. The competent implementation of safeguarding procedures ensures that children are safe in the provision.
- The partnership with parents and other providers is generally good. There is a developing capacity to maintain improvement as reflected in effective changes that benefit children's well-being.

It is not yet good because

- Practitioners do not always use activities to best effect to maintain children's concentration, extend learning and provide challenge. Practitioners do not ask open questions sufficiently well to fully promote children's thinking and understanding.
- The systems to monitor staff performance and improve professional development are not sufficiently rigorous to enhance the care and learning of children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in one room and the hall.
- The inspector held meetings with the manager of the provision.
- The inspector looked at assessment records, planning, evidence of suitability of practitioners working within the provision and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Dorrington Kids Club was registered in 1994. It is situated within the school building of Dorrington Academy in Perry Barr, Birmingham. It occupies two dedicated rooms and children also have use of the school hall. The club is easily accessible for all. Children come from Dorrington Academy.

The provision is registered on the Early Years Register and the compulsory and voluntary

parts of the Childcare Register. There are currently eight children on roll in the early years age group. The provision is open from 7.45am to 9am and 3.30pm to 6pm during term time. A holiday play scheme is open from 8am to 6pm for three weeks in the summer, one week in February and one week at Easter.

A total of six staff are employed, including the manager. All staff hold recognised childcare qualifications. One holds a qualification at level 7.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop and improve the educational programme for understanding of the world by ensuring teaching allows children to effectively learn about liquids and solids during cooking activities
- take steps to review staff performance and ensure effective systems are in place to support their professional development, thereby enhancing children's learning and care.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a sound understanding of promoting children's development across all areas of learning. An appropriate balance of child-led play and adult-initiated activities ensures there is variety in children's learning experiences. Most resources are within children's reach. This accessibility encourages active play as children try out different skills, for example, threading with wool and assembling construction bricks. Children change activities as they wish, joining in with dancing to music.

Starting points are discussed with teachers before children attend the setting and parents share information about what their child can do. The staff carry out observations during the settling-in phase to gain an understanding of children's development stage. Children's progress is recorded on a development chart to note their achievement and so that staff know how to plan to support children further.

Staff implement some weekly activities, such as cooking, for all children. Some aspects of these activities are used positively, such as helping children to talk about what they prefer to eat. Children maintain interest, listen to explanations about following instructions in the recipe, and are shown a picture of the finished product to raise their awareness of what to expect. However, practitioners do not always ask open questions to challenge children's thinking and understanding, so that learning is fully extended. For instance, the practitioner talks about melting the butter to mix this with marshmallows and repeats this when asked about the process by a child. However, children do not develop a concept

about what melted butter looks like because they cannot see it before marshmallows are added to form a mixture. Children are not actively encouraged to stir the mixture and their awareness of textures and consistency is not addressed. Consequently, some activities are not sufficiently stimulating to promote learning effectively because children are not stretched.

Children also learn about the world through using dressing-up clothes from a range of cultures and they have fun as they walk around in shoes with high heels. They maintain balance comfortably and negotiate their way through some items on the floor. Staff encourage children to put these away and are good role models as they lead in this process. Children's learning is promoted fairly competently in the provision.

The contribution of the early years provision to the well-being of children

Children's personal, social and emotional development is well promoted. The key person system helps children to settle when they first start in the provision, and they show they are comfortable and at ease. Children initiate play with their peers, exploring different resources, including dressing-up clothes. They remain focused while developing play with brightly coloured wigs and show the characteristics of effective learning as they move around freely, relating to others and the things they see.

Children are well behaved because staff interact positively, offering support and praise as appropriate. There is a 'children's choice' option when they choose activities and resources according to their preference. They have opportunities to develop physical skills through outside play and they demonstrate good hand-eye coordination. For example, all are encouraged to spread butter on to slices of bread and some cut sandwiches independently. A balanced menu of different snacks is provided, which includes a range of fresh fruit, and children have access to drinks as often as they wish. Children's independence is promoted through routines as they wash hands unaided or with minimal assistance. Consequently, they learn to take responsibility for some aspects of their care and develop good self-help skills. Staff are effectively deployed to support children through all activities. They have a clear understanding of keeping safe through participation in fire drills and staff consistently explain reasons for requests, for instance, to keep a clear walking area between chairs to ensure others do not trip or fall.

The effectiveness of the leadership and management of the early years provision

The manager has a reasonable understanding of the Early Years Foundation Stage. She generally oversees the planning and implementation of activities to promote children's learning and development. She checks that learning journeys reflect what children can do and monitors their progress consistently. The manager liaises regularly with school staff to note where children might need additional support to promote aspects of their learning and meet expected levels of development. A focus group for children within the early years age group ensures they are involved in some activities specifically planned for them.

There are secure procedures to ensure that adults working within the provision are

suitable to do so. Staff are vetted and they are clearly informed about safeguarding procedures. Children are kept safe because the manager ensures procedures are implemented competently. For instance, no member of staff works alone with children in secluded areas of the setting and a designated area is used for collecting children safely from the school. As a result, children are effectively supervised. There is controlled access to the premises and doors are kept locked at all times. A glass viewing pane in the main door allows staff to see anyone requesting access to the provision. Consequently, security is heightened and maintained well.

The manager holds daily discussions with staff to evaluate the implementation of activities and this consistent group exercise contributes to a review of procedures. Annual appraisals are used to identify some training needs. However, a supervision process that monitors staff performance and offers targeted support is not established. Consequently, the professional development of staff is not rigorously maintained to enhance the learning and care of children.

The manager demonstrates a capacity to maintain continuous improvement, for example, by providing more activities for the children. Partnership working with parents is generally good and underpinned by daily communication when staff share information about children. Parents are clearly aware of their child's learning journeys and comment on the activities which help children to settle. Several changes have been made since the last inspection. The welcoming environment has benefitted from renovation, and reorganised kitchen and toilet areas. It is well lit and display boards are used effectively to provide information for parents, such as copies of policies and procedures.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations

in one or more of the key areas. It requires improvement in order to be good.

Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	229036
Local authority	Birmingham
Inspection number	818359
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	29
Number of children on roll	8
Name of provider	Dorrington Kids Club
Date of previous inspection	21/09/2010
Telephone number	07940 555263

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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