

The Den Club

St. Mary & St. Margarets C of E Primary School, Southfield Avenue, Castle Bromwich, BIRMINGHAM, B36 9AX

Inspection date	15/10/2012
Previous inspection date	25/02/2009

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		3
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

- Children are quick to settle at the activities available when they arrive after school because they enjoy the activities provided by staff and become purposefully engaged in play.
- Staff plan a suitable range of activities, both indoors and outside, that are appropriate for children's ages and abilities.
- The key person system is well established and effectively ensures children develop secure bonds with adults and their peers.

It is not yet good because

- Children in the after school club are not fully supported in their learning. This is due to systems not being fully established for the sharing of information with parents, teachers and other practitioners.
- The current system for self-evaluation is not sufficiently robust enough to ensure it identifies all areas for development.
- Children do not have opportunities to make marks in different situations and activities, for example, when they access the outdoor play area.

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 the two playrooms and the outside area.
- The inspector looked at records relating to children's care, learning, health and safety.
- The inspector spoke to parents and children about their views on the quality of provision.

Inspector

Kashma Patel

Full Report

Information about the setting

The Den Club is an out of school club which was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the portable nursery classroom within St Mary and St Margaret's C of E Primary School in Castle Bromwich, West Midlands. Children share access to a secure enclosed outdoor play area. Access to the building is via a ramp entrance at the front.

The club serves children who attend the school. Children are collected by staff and walk back to the provision. The group opens every weekday during term time. Sessions are

from 7.30am until 8.40am and from 3.15pm until 5.45pm. The club also provides care all day during the school holidays. It cares for children aged between three and 11 years. Children are able to attend for a variety of sessions. There are currently 13 children on roll in the early years age range.

The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop partnerships with parents, carers and other providers and practitioners to complement children's learning in settings in which they spend more time.

To further improve the quality of the early years provision the provider should:

- extend and more accurately target the self-evaluation so that it effectively highlights areas for improvement
- develop further opportunities for children to make marks in different activities, such as during role play and in the outdoor area.

Inspection judgements

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

Children are happy and settled in the club. They move around the available space freely, both indoors and outside, and make choices about their play. Staff ensure they provide a wide range of toys and activities for children which are in line with their individual interests. They sit in small groups and engage in activities with children, asking questions to encourage their thinking. For example, children play board games where they discuss foods which are more or less healthy and the reasons why. Staff ensure children have sufficient opportunities to develop their language skills. For example, older children and staff engage in conversation with younger children during activities and meal times, which promotes skills in talking and listening. Staff provide pencils and paper for children to write with and make marks indoors when sitting to the table. However, opportunities for them to continue this activity and make marks in different areas of the provision are more limited, for example, during role play activities and when playing in the outdoor area. Children develop their physical skills using the climbing equipment outdoors, to which they

have free access.

Suitable systems are in place to monitor children's progress in the Early Years Foundation Stage. Staff keep track of children's progress and link their observations to the areas of learning. However, they do not have an effective system to share this information with parents and other providers. For example, this information is not routinely shared with teachers and other practitioners to ensure children's learning in other settings is complemented. In other respects, parents are kept suitably informed about their children's care as staff make time to chat with them when children are collected. Staff ensure they pass messages on to parents from the school and the wrap-around care, which ensures parents are kept adequately informed.

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

Children in the early years age range have a key person to ensure that they feel safe and secure within the setting in the company of a familiar adult. They move around the setting with ease, which demonstrates their sense of security. For example, they make decisions about whether to play indoors or outside as they place their dolls in prams and take them for a walk between the two areas. Within the setting, the smaller room is set up with a range of role play equipment which interests younger children and helps to support their developing imaginations. Children's emotional well-being and knowledge of acceptable behaviour is developed as staff reinforce club rules, such as to play nicely, share toys and take turns throughout the session. As a result, children get on well with others and play cooperatively with their peers.

Children are encouraged to be responsible for routine tasks, which promotes their independence, such as serving their own snacks and tidying up toys. This also promotes their confidence and self-esteem through the thanks and praise they receive. Staff help children to make healthy choices at snack time by providing a wide variety of food to choose from. Children develop their independence as they make their own wraps using a variety of fillings, such as salad and cheese. Older children show care and concern for younger ones as they help them at snack time by pouring their drinks for them and as they play board games with them during the session. Children follow appropriate hygiene practices as they independently wash their hands and dry them before food. They access fresh air daily through the free-flow system to the outdoor play area, where they are able to exercise to maintain a healthy lifestyle.

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

Staff have a satisfactory knowledge and understanding of safeguarding procedures and how to protect the children in their care. Suitable vetting and recruitment procedures ensure all persons employed are suitable to work with children. Good systems are in place to keep children safe. For example, staff escort younger children to the club after their day at school. The premises are secure and visitors are required to sign in to further safeguard the children.

Risk assessments and daily safety checks ensure children are looked after and play in a safe and secure environment. The club exchanges information on children's general care with other settings which they attend. However, suitable systems are not in place to share information about children's learning. Staff make observations to establish children's starting points and provide a suitable range of activities to support children's development. They also help children with their homework and spellings, but do not have effective systems to share this information with other carers to fully support children's progress. Staff monitor educational programmes, however, the system is not rigorous enough to identify all areas for improvement. They are aware of the revised Early Years Foundation Stage and have some knowledge of the changes. They monitor planning and assessment and follow children's interests on a daily basis; staff can explain clearly what areas they have observed and where children need further support.

An adequate system for improvement is in place to help identify some areas for development. For example, staff send out questionnaires to both children and parents on a yearly basis. However, this system is not frequent or robust enough to help identify all areas in need of further development. Staff have made some improvement to the provision, linked to suggestions made by parents. For example, they requested that a computer be provided in the club and for staff to support children with their homework, which has been implemented. Parents are pleased with the quality of the after school care provided and are confident to share information with the provider, including any concerns about the setting. Through discussion, they all highlight that their children are happy and enjoy their time in the club. Professional development and performance management are adequately promoted with weekly meetings, appraisals and discussions about training needs.

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	EY287010
Local authority	Solihull
Inspection number	820046
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	24
Number of children on roll	43
Name of provider	Pauline Barritt
Date of previous inspection	25/02/2009
Telephone number	07981 294983

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Type of provision

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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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