

Dolphins Out of School Club

c/o Pinhoe Church School, Harrington Lane, Exeter, Devon, EX4 8PE

Inspection date	18/10/2012
Previous inspection date	11/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- Children's views are taken into account and they are very involved in deciding how the club operates.
- New children are supported well in settling in to the club environment.
- Children have good opportunities to choose from a wide range of interesting activities, both indoors and outdoors.
- Staff know the children well and engage sensitively in their chosen play activities.
- The club provides a friendly, welcoming environment where children are able to relax at the end of a busy school day.

It is not yet outstanding because

- Staff do not take full advantage of exchanging information with parents and other providers when children join the club, in order to maximise prior experiences as a starting point for children's future learning.

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 play room and the outside learning environment.
- The inspector held discussions with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Heather Morgan

Full Report

Information about the setting

Dolphins Out of School Club is based in the grounds of Pinhoe Church of England School and was first registered in 1999. It is run by a voluntary committee. Children are cared for in a purpose-built building which is shared with a pre-school. There is an enclosed outdoor play area and children also have access to the school playground. The club caters for

children from the host school and other local schools.

On weekdays during school term time, the breakfast club runs from 8am to 8.50am and the after school club from 3.15pm to 6pm. During school holidays the club is open from 8am to 6pm. There are currently 50 children on roll who attend regularly, six of whom are in the early years age range. The club is also registered on the compulsory and voluntary parts of the Childcare Register and offers care to children up to the age of 12. The setting supports children with special educational needs and/or disabilities and children who learn English as an additional language.

There are seven members of staff, two of whom hold qualifications at Level 3, one at Level 2 and one has qualified teacher status.

What the setting needs to do to improve further

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

- strengthen the procedures for exchanging information with parents and other providers when children join the club in order to take account of children's earlier experiences, using these as the starting point for future learning and development.

Inspection judgements

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

Staff plan and offer children a wide range of interesting and challenging activities that successfully complement their learning at school. For example, there is a focus on children's personal, social and emotional development and providing opportunities to develop their physical skills. Children are encouraged to make individual choices in their play and have plenty of opportunities to influence the activities on offer. Staff are skilled at supporting children's play and maximise spontaneous opportunities to encourage children's learning and development. For example, they use cookery activities to encourage children to read and follow recipes, to weigh ingredients and master specific skills such as cracking eggs. Staff have a flexible approach to their planning and adapt their plans to take account of children's suggestions.

Children in the early years age range are supported well in the busy club environment. They are each supported by a key member of staff, who spends time getting to know them when they join the club, helping them to settle and assessing their current levels of achievement. Although there are good relationships with parents, carers and the host

school, staff do not routinely exchange information about children's prior achievements when children join the club. This does not enable them to maximise prior experiences when planning activities to support children's learning. Nevertheless, staff observe children closely during their settling in period, paying close attention to their interests and abilities to support them in planning activities that extend their learning and development.

Staff and children engage in conversation throughout the session. The children like to share their experiences from the school day and also talk to staff about their chosen activities. For example, after creating a colourful collage, a child offers it to a member of staff, explaining that she would like it to be displayed in the wall.

Staff work closely with other agencies to offer holiday care for children with a range of additional needs. They use preliminary visits effectively to assess how they can best support children's individual needs.

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

Children are supported well when they first join the club. Older children help them get to know the routines and to explore the activities on offer. Laminated pictures of resources not on display are used to help the youngest children make individual choices from the full range of available activities. Consequently, children settle well and quickly become familiar with the routines of the club. They are encouraged to develop their independence as they help themselves to drinks and snacks or choose whether to play indoors or outdoors. Children comment that they enjoy their time at the club because they meet and make friends with children of different ages.

Children are well-motivated as they are actively encouraged to participate in deciding how the club should be run, choosing activities and influencing the design of the environment. For example, children requested that there should be a quiet, comfortable area in the play room where they could relax at the end of their busy school day. They worked with staff to create a 'comfort zone' with soft furnishings and books, where they can sit quietly whenever they choose. Children also discuss and agree the rules to be followed whilst at the club and are able to manage their own behaviour effectively. For example, they share resources, help one another and use a timer to manage turn taking with popular equipment, such as the computer.

Children make good use of the regular opportunities to play outdoors. They enjoy physical activities such as playing football, tennis and basketball. They also take a keen interest in the natural world, using binoculars to look closely at birds and the leaves on the trees. They notice that recent windy weather has caused many of the leaves to fall from the trees and work together to sweep them up. Whilst playing outdoors, they are encouraged to assess and manage risks for themselves.

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

Staff give good priority to keeping children safe and secure while at the club. The premises are secure and access is closely monitored. Staff attend training and have access to a range of policies and procedures that support them in taking appropriate action in the event of any child protection concerns. Robust recruitment procedures are used to assess the suitability of staff working with the children. Staff encourage children to take responsibility for their safety and to voice any concerns they have to appropriate adults.

The manager provides good support to the rest of the team. She works closely with them in order to monitor the effectiveness of their planning and assessment procedures. Regular meetings and discussions enable staff to work well together as a team to support each child's progress and development. Appraisal and supervision meetings are used effectively to identify training needs and staff enthusiastically access courses to support their professional development. For example, following attendance at a 'global play' course they introduced a range of new games and musical experiences to promote children's awareness of cultural diversity. Staff are committed to improvement and some are working towards recognised qualifications, in addition to attending a range of short courses.

Staff regularly evaluate their practice, taking account of the views of parents, carers and children. This is achieved using questionnaires, informal discussions and listening to the views raised at the 'Kids Committee Meetings'. Children also have a communication board where they can post their views and ideas. This enables staff to identify ways to improve that will have a positive impact on the children. For example, purchasing equipment that the children have chosen, reviewing the way they record children's achievements and working with the children to adapt the environment. Parents and carers value the service provided and comment on how much their children enjoy their time at the club. They find the staff friendly and welcoming, which encourages them to engage in regular informal discussions regarding their children's individual needs. Overall, staff liaise well with the feeder school regarding children's ongoing development, which supports continuity in children's learning. They have established working partnerships with other agencies involved in the children's care in order to meet their needs effectively.

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	105852
Local authority	Devon
Inspection number	813273
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8

Total number of places	40
Number of children on roll	50
Name of provider	Dolphins Out of School Club
Date of previous inspection	11/05/2010
Telephone number	01392 464255

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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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