

Dipton Out of School Hours Club

Collierley Primary School, Front Street, Dipton, STANLEY, County Durham, DH9 9DJ

Inspection date	17/10/2012
Previous inspection date	05/10/2011

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

- Effective partnerships with parents and the host school help to support children's welfare and learning.
- Children's personal, social and emotional development is given high priority. Children are happy and confidently explore their environment, moving freely between activities.
- Well-established routines ensure children feel safe, behave well and are confident to select tasks and join in activities with adults and other children. They are forming strong relationships with both peers and staff members.
- Staff meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented which ensure that children are protected.

It is not yet outstanding because

- Self-evaluation is still in its early stages and does not yet include the views of parents and children. The inconsistent use of performance management has an impact on how well the staff are able to drive improvement in the setting and enhance outcomes for children.
- Key persons are still in the process of being allocated to children and as such parents are not sure who to speak to about any concerns about their child.

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 within all areas of the groups.
- The inspector met with the manager and discussed a range of subjects and looked at records and policies.
- The inspector talked with children and with parents.
- The inspector fed back to the manager and the chair of the committee.

Inspector

Eileen Grimes

Full Report

Information about the setting

Dipton Out of School Hours Club is a committee run group. The club was registered in 1999. It operates from rooms within Collierley Primary School in Dipton, County Durham. The club serves the local area and has strong links with the host school and three other schools within the local area. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 7.30am

until 9am and 3pm until 6pm during school term time. The club also operates during school holidays from 7.30am until 6pm. Children are able to attend for a variety of sessions. There are currently six children attending who are within the early years age range. The club also offers care to children aged over five years to 11 years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The club employs six key childcare members of staff and one staff members is employed to transport children to and from schools. Of these, six hold appropriate early years qualifications. The club receives support from the local authority.

What the setting needs to do to improve further

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

- improve the leadership and management of the setting by having rigorous and effective systems for self-evaluation including gathering parents and children's views
- develop effective systems for performance management and continuous professional development of staff, in particular to increase understanding of the revised Early Years Foundation Stage framework
- develop the key person system and ensure that parents are informed of who that person is and explain the role of that person.

Inspection judgements

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

The educational programmes provided by the setting enable children to make good progress consistent with their developmental age bands. Children routinely get fresh air and physical exercise, for example, as they access the school yard and grounds and have use of the school hall. The staff act as positive role models, valuing each child as a unique individual. They are supportive and attentive to children's differing needs. For example, by offering reassurance when a young child attempts to mix the Halloween soup and move it to a lower level to allow them to reach. Staff sit chatting with children while they play with bricks, encouraging their developing vocabulary and communication skills. Children use the available resources well, selecting building bricks from the drawers as soon as they arrive from school and using reference books to supplement ideas for building.

Technology resources are available to help children develop skills as they play computer games. There is a wide range of toys and equipment available, and children freely make different choices about what they play with. Staff encourage children to go and select more resources from where they are stored to give them more variety. This is also evident in the outdoor environment where children have access to a wide range of physical equipment. This means those children who learn better outside, are able to extend their own learning in other areas.

The quality of teaching overall is good. Staff provide children with a good range of activities across all areas of learning and complement the care and education they receive at school. Each child has their own learning record, where staff record observations and details of children's interests and developmental needs. A key worker system is not yet established although the group are currently allocating and implementing a system. At present the manager is taking responsibility for all early years age children. Staff work collaboratively with parents and schools the children attend by sharing information about their learning and developmental needs. This partnership working provides the children with continuity of care and contributes to their developing achievements and transitions in school.

Parents comment extremely positively about the setting and how happy their children are in the setting and how confident parents are with the provision. Parents are able to share informal feedback with staff about how their child has been and what they have been doing while at the setting. Children also contribute their own views and ideas by discussing 'all about me' information with staff. This helps them to plan experiences based upon their current interests and developmental needs.

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

Children forge very good relationships with each other and the staff in the setting. On arrival some of the children fondly greet staff with a quick hug before putting their personal belongings away to then begin playing. Children behave extremely well and show respect towards each other, staff and the play environment. This helps promote a harmonious atmosphere for everyone and positively promotes equality of opportunity. Children show a strong sense of fun, giggling and chatting contentedly to each other as they make up games, including pool and mix Halloween activity. They show a good understanding of safety and the general rules they must follow. Children have had a positive input into deciding the rules of the setting this is shown in their detailed pictures and words displayed around the room. Routine activities, such as practising fire drills and following rules, help children learn important messages about how to stay safe.

Children enjoy a healthy lifestyle because of the daily physical play experiences and the food they eat at the setting. Teatime is a friendly, sociable occasion, when children sit together at the tables, making their own choices about what they eat. All of the children eat well because a nutritious snack is provided for them, taking into account any specific

dietary requirements. Children are able to help themselves to refreshments of water, juice or milk and fruit so they do not get thirsty or hungry during the session.

A comfortable area in the main room enables children to sit and relax, and this is important to their well-being after a busy day at school. The youngest children manage their personal care needs with confidence and growing independence; they put their school bags away, wash hands and take off their shoes before playing. This also helps them develop their school readiness skills as they make transitions into full-time school.

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

The staff and management have a sound understanding of their key roles and responsibilities regarding safeguarding. The setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Management follow robust recruitment to make sure all adults working with the children undergo vetting to check and confirm their suitability. The staff fully understand child protection procedures to help safeguard children and maintain mandatory documentation appropriately. The majority of staff are qualified and undertake some training to develop their skills and knowledge. For example, some staff have recently attended child protection training. However, performance management is in the early stages. There are staff and management meetings and the manager has started to look at systems for all staff and herself. This has an impact on how well she is able to identify priorities for improvement which will have a positive outcome for the children.

Self-evaluation and monitoring of the provision are not used to their full effect to clearly identify strengths and weaknesses in the setting. This means they do not always target specific areas to improve, in order to enhance children's experiences. For example, staff have not asked parents or children to complete questionnaires for some time in order to seek their views in a formal way. They do speak to them informally, which is a positive aspect of their partnership working. However, this inconsistent approach hinders successful improvement in the leadership and management of the setting. The setting has made some improvements since their last inspection.

They have strong partnerships with external agencies and links with schools. This helps to support children's safety and welfare in the early years age range, as well as their learning and development. Staff have a good knowledge and understanding of the Early Years Foundation Stage and its links with playwork, to support young children's learning and development appropriately. Staff carry out daily risk assessments of the environment and have thorough procedures for school collections to safeguard children's welfare.

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	314090
Local authority	Durham
Inspection number	818980
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	25
Number of children on roll	56
Name of provider	The Committee of Dipton Out of School Hours Club
Date of previous inspection	05/10/2011
Telephone number	079414 62390

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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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