

# Churchtown Out of School Club

Darley Churchtown Primary School, Church Road, DARLEY DALE, Derbyshire, DE4 2GL

## Inspection date

23/11/2012

Previous inspection date

10/02/2010

## 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

- Practitioners are effective role models and relationships are strong at all levels. Children develop good behaviour, with older children demonstrating respect and tolerance of younger children as they play harmoniously together.
- Practitioners complete regular and precise assessments of children and use these effectively to plan challenging and stimulating activities and experiences that meet the needs of all children indoors.
- Management have a good understanding of their responsibilities to ensure that the club meets the safeguarding and welfare requirements of the Early Years Foundation Stage.

### It is not yet outstanding because

- Systems to effectively monitor the provision are newly in place and have yet not had an impact on staff performance or children's activities.
- Procedures for self-evaluation do not regularly take into account the views of children, parents and staff and are in their early stages of development.

## 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 main room and spoke to children, parents and staff.
- The inspector held discussions with the manager of the provision and discussed the running of the out of school club.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector sampled children's information, planning and assessment records, policies and procedures.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

Churchtown Out of School Club is run by a voluntary committee. It opened in 2003 and operates from a classroom within Darley Churchtown Primary School in Darley Dale, Derbyshire. Children attend from the school, local and surrounding areas. The setting is open Monday to Friday from 8am to 8.50am and from 3.20pm to 6pm term-time only. All children have access to a secure enclosed outdoor play area.

The setting is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. There are currently 48 children on roll, of whom eight are in the early years age range. The setting supports children with special educational needs and/or disabilities.

The club employs five members of staff, all staff hold appropriate early years qualifications. Most of the staff work within the school during the day. The setting 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:**

- develop further the systems for self-evaluation to take into account the views of children, parents and staff; use these views to develop the strengths and weaknesses of the provision and drive future improvements
- build on the existing monitoring systems to regularly include, formal staff supervisions to support staff performance and ensure the activities for the children continue to provide challenge.

### **Inspection judgements**

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

Children are confident and happy in this well run out of school club. The provision provides a relaxed atmosphere, where children feel that they belong; children interact positively with each other and staff. Staff find out all about the children to ensure that they provide a service that meets their individual needs. They gather information from parents in booklets known as 'All about me passports' which include details, such as family members, favourite toys and what the child can do. This booklet along with the children's 'notebook' about themselves helps staff to establish children's interests, and capabilities and provides for their 'starting points' in the club. All of the children attend school throughout the day, therefore, the manager is aware that activities need to complement what they do there.

A good mix of child-initiated and planned activities is provided. The club offers an inclusive and welcoming environment. An effective planning system is used with links to the Early Years Foundation Stage and incorporates the wishes of the children when planning the

continuous provision. Staff are well aware of how to meet the individual needs of the early years children and plan activities to enhance their learning. These are discussed with the reception class teacher who provides information about what the children have achieved in school. The impact of this is that the club can assist effectively in children's learning. One example, is when, children were unable to use scissors efficiently enough to cut things out. The key person set up some cutting activities and within a month of the children attending the club they were cutting out pictures accurately.

Children are able to help themselves to a good range of toys and resources, they enter the play area confidently and eagerly choose the activities and toys that interest them; for example, they sit with construction items and talk about the 'monster trucks' they are making and explain how they make a 'potato' head. Children use technology well as they independently play an electronic game console. These activities and games all help the children to be active, independent learners, where they play harmoniously together sharing equipment and waiting their turns.

Staff are effectively involved in what the children do and extend their learning well; for example when staff join in with the children making 'Advent Calendars', they talk freely about their experiences at Christmas and ask questions about why Christmas is celebrated. Staff take this opportunity and talk about the nativity and being kind to each other. The conversations are extended and children talk about the films they like and the presents they receive. The conversation helps them to think of ideas for behind their advent windows. They persevere for a long time concentrating on what they do and use their imaginations well to create their calendars. This planned activity shows that planning is effective in helping children to learn and sustain their interests and that children are playing an active part in the life of the club. Children comment; 'That they can choose the activities to participate in and the toys they can play with and that they love coming to the club'. The staff team are committed to providing children with good quality care and learning. Above all, children are having fun as they participate in a range of exciting activities with their friends after school.

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

The successful effective deployment of practitioners ensures that all children form secure emotional attachments. This provides a strong base for developing independence and exploration and for children developing skills for the future. As a result, they are confident and enjoy their time at the club. Practitioners take time throughout the session to listen to the children individually so they feel special and valued. Parents are provided with good information about the provision and enjoy verbal contact with staff daily, which promotes two-way parent involvement.

Behaviour is well managed in the club. Staff are consistent and fair when encouraging children to share and take turns and children learn to negotiate and cooperate with their peers. They play harmoniously together and show an awareness of responsibility within in the provision. For example, children relish the opportunities to help the practitioners in taking roles and tidying the tea-time items away and participate in 'washing the dishes' on a rota basis. Children are involved in discussions and activities about special events in their

own lives and gain an awareness of beliefs and cultures outside their immediate experience. They play with a broad range of toys and resources that reflect positive images of diversity and explore a range of festivals around the calendar year. For example, they made a large dragon for Chinese New Year and danced around the school.

Children are developing effective principles of healthy lifestyles. Daily routines are in place to foster children's awareness of the need for personal hygiene. Their health and dietary needs are met well. They are provided with healthy snacks, such as sandwiches and fruit and enjoy regular fresh air on a daily basis. Children's understanding of safety is developing as they participate in regular fire drills and activities to learn about 'strangers'.

Staff have made strong links with the local primary schools and put in place good procedures, where they pass on information. This ensures continuity of care. The club also has systems in place to liaise with other childcare professionals. For example, they have regular visits from the local authority co-ordinator and liaise with other settings through network meetings and share information when attending training courses. They are in the process of setting up a 'Pen Pal' system with other local schools. This will aid children's socialising and writing skills.

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

The manager is very organised, and therefore, the club is effectively led and managed. Staff have a good knowledge and understanding of safeguarding procedures and how to protect children. There are effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. Good systems are in place to keep children safe. The premises are secure and visitors are required to sign the visitor's book to further safeguard the children. In addition, children are supervised well both in and outdoors. Practitioners demonstrate a good awareness of safety issues and take care to ensure that the environment is welcoming, safe and accessible. This contributes to children's enjoyment of their time at the setting and ensures that they have a positive childcare experience that forms a sound base for their future learning.

Staff are qualified and are keen to further develop their knowledge and skills by attending relevant training. The manager has started to complete the Ofsted self-evaluation tool to highlight strengths and weaknesses. However, parents' children's and staff views are not always taken into account, which does not fully promote outcomes for all children. Systems for monitoring staff performance and activities are in place. For example, staff attend regular appraisals, which helps to improve staff's practice, understanding and the service provided. Staff supervisions are scheduled but as yet have not had any impact on staff performance or support under-performing staff. The manager does discuss any concerns as they occur with staff to provide effective teaching.

There is a strong focus on partnership working with parents who are warmly welcomed into the club. Staff are available to discuss a child's day and the progress they are making. Daily discussions and newsletters keep parents informed about their children's learning and development. In discussion with parents during the inspection, comments indicate

that they are very happy with the service their children receive. They notice their children becoming more confident and full of self-esteem. Parents value the staff; they find them approachable, caring and sensitive to children's needs.

The club establishes good links with teaching staff at Churchtown School. Staff act as a bridge between teachers and parents to provide continuity of care as they drop and collect the children at school each day. The manager is aware of the need to work in partnership with others, as the need arises, in order to help children who may need extra support in their learning. When planning activities for the club, the manager supports the educational programmes children are following in school.

### 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

<b>Unique reference number</b>	EY244201
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	819675
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	48
<b>Name of provider</b>	The Committee of Church Town Out of School Club
<b>Date of previous inspection</b>	10/02/2010
<b>Telephone number</b>	01629 732236

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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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