

# Dovedale Before and After School Club

Dovedale Primary School, Dovedale Avenue, Long Eaton, NOTTINGHAM, NG10 3HU

<b>Inspection date</b>	07/12/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 Not Applicable
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

- There is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves.
- The key person system is effective in helping children to feel safe and protected. The staff know the children very well, therefore, children are happy, sociable, behave well and have firm friendships with one another.
- Children's individual needs are met as the setting works in partnership with parents/carers and the host school. Information is continually gathered and exchanged for the benefit of each child's continued care, learning and development.
- The staff promote children's health and safety at all times. The setting is securely maintained, supervision of children is good and staff continually risk assess all areas used by the children, to ensure potential hazards are minimised.

### It is not yet outstanding because

- The process for self-evaluation is not yet rigorous in the pursuit of excellence, to demonstrate clearly how targets are prioritised and planned for to drive continuous improvement. With not taking the views of parents and children fully into account, the true strengths and weaknesses of the provision are not effectively identified.

## 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 main playrooms.
- The inspector spoke with the registered person, manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documentation, and a selection of policies and children's records.
- The inspector also took account of the views of parents spoken to during the inspection.

## Inspector

Sue Riley

## Full Report

### Information about the setting

Dovedale Before and After School registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile unit in Dovedale Primary School, in the town of Long Eaton, Nottinghamshire. The club is privately owned and part of a group of three settings. The club serves the school and is accessible to all children. There is a fully enclosed area available for outdoor play.

The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens Monday to Friday term time only. Sessions are from 7.30am until 8.50am and 3.15pm until 5.45pm. Children attend for a variety of sessions. There are currently 39 children, of whom five are in the early years age range.

### **What the setting needs to do to improve further**

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

- implement rigorous and effective systems for self-evaluation, including seeking the views of parents and children to inform priorities and set challenging targets for improvement over time and in the pursuit of excellence.

### **Inspection judgements**

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

Staff have a good understanding of the seven areas of learning and how to promote young children's development through play and exploration. Teaching methods are strong and support children in making good progress towards the early learning goals. Individual assessments are undertaken on each early years child and this is reflected in planning. As a result, activities are tailored to help children reach their full potential. The educational programme provides a variety of challenging experiences across all areas, effectively enhancing children's learning. The older children enjoy coming to the club, they like being with their friends and taking part in the activities, especially the art and craft events. Children contribute to the planning through discussions or the 'suggestion' book, where they can put forward their ideas about what they would like to do the following week. The staff work very closely with the school and termly topics, next steps and planning are shared to ensure consistency for the children. Parents are involved in their children's learning as they are given the planning for the month so that they can see the activities on offer. Parents receive information about their child's achievements at pick up times and through regular discussions.

Children are happy and confident in the out of school provision. They enthusiastically move around the setting, making independent choices about whom and what they would like to play with next. Teaching strategies ensure that all children are provided with lots of chances to develop their communication skills. For example, staff initiate discussions with the children, talking about their home lives and what they have been doing at school that day. They also ask questions about the children's current interests as in recent films and television programmes. Children enjoy dressing up and acting out various roles as they

play. At the same time they are learning the life skills of dressing and managing the different fastenings. At meal times children are very aware of appropriate hygiene routines to follow. They sit in social groups and have conversations with their peers. Children eagerly 'tuck in' to their meals as they have recently undertaken a questionnaire about food that they like to eat. Therefore, meals have been based around their tastes, whilst ensuring that they are nutritionally balanced.

Children enjoy playing at hairdressers and begin to learn about today's technology as they use the different pretend tools, such as, hair dryers and straighteners. They also learn about the world through different resources and activities. For example, recently they have had the local Reverend visit them to talk about the Nativity and have participated in lots of activities about Diwali. These experiences help to give children an understanding of the wider world. They also eagerly chat about special times and events, for example, when their grandparent comes over from Spain to stay with them. Staff recognise and enhance these learning opportunities by allowing children time to think before speaking and demonstrating their interest in what each child has to say.

Children's behaviour is very good, the older children play with the younger children well and involve them in what they are doing. The use of manners are encouraged at all times and staff praise the children for using their 'good manners'. They also have the visual aid of the 'Friendship tree' which has apples for the positive rules of the setting. This is also reinforced with the children's certificates for positive behaviour. Staff gently challenge the children with numbers. For example, whilst playing the 'air hockey' game the children are encouraged to count up their points and match the number to the numeral of the points they have scored. There are lots of books for children to freely access, both story books and information books.

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

The safety and security of the setting is good, demonstrating that the staff have a clear understanding of how to minimise risks to children. Children enjoy a warm and caring environment where they clearly feel safe and at home. This promotes the development of positive relationships with all staff including key persons. All children show a strong sense of belonging and confidence. As a result, communication and social skills are effectively promoted, successfully building firm foundations for future learning.

Children's behaviour is good. Staff act as good role models as they consistently implement a good range of positive behaviour management strategies, such as discussion, redirection and positive reinforcement. This increases children's self-esteem. Children demonstrate thought for others as they invite them to join in their games or take turns in speaking and listening during play and meal times. The strong relationships with others support children as they learn about respecting and tolerating each other's differences. Children show care and consideration for each other as they share resources and take turns during games. Staff demonstrate a very good understanding of each child. This is supported well by time spent discussing their individual needs with parents prior to entry. This successfully supports the inclusion of all children in the setting.

The organisation of the learning environment effectively encourages children to independently initiate their own learning and development. For example, furniture provided is of an appropriate size and the organisation of resources enables children to explore and investigate in a safe environment. Children are supported very well by staff to develop their understanding of how to stay safe. For example, they regularly take part in evacuation drills, helping them to respond appropriately in the event of an emergency.

Children show a good understanding about how to maintain a healthy lifestyle. Their understanding is supported well through the provision of a balanced range of tasty options at meal times. Children clearly demonstrate that they know how to care for their own personal hygiene, for example as they clean their hands prior to eating.

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

Clear, written safeguarding policies and procedures are in place and understood by staff. They have completed safeguarding training and are fully aware of what to do and whom to contact if they were concerned about a child. Systems for recruitment, induction and ongoing appraisal are robust. This ensures that the continuing professional development of staff is supported. This has a positive impact on children who benefit from staff who clearly understand how to implement the Early Years Foundation Stage effectively. Children are kept safe because the manager ensures measures 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.

Ratios are maintained at all times. With having their own cook, this allows the childcare staff to be constantly interacting with the children. Systems to assess children's starting points on entry are secure. These are implemented in a number of ways, including working closely with parents prior to placement to establish initial stages of development linked to 'Development Matters in the Early Years Foundation Stage' and information held by the host school.

Plans for the future are beginning to be targeted to bring about further improvement to the provision and outcomes for children. For example, staff have recently asked the children to complete a questionnaire about the menus in order for them to change these. However, they have not yet started to reflect on and evaluate their own practice and provision. They have only been open since September and they want to operate for a term before they review their practice. Staff have built up a good quality provision in the short space of time since opening. However, they have yet to seek the views of parents and children about what they feel the strengths and weaknesses of the provision are, in order that they can sharply focus their improvement plan in line with user's opinions and suggestions.

Parents comment that they get lots of information from staff who they talk to every day. They also feel the staff go that 'extra mile' and find the setting very warm and welcoming to all. Parents receive their own copies of the setting's policies and procedures, which ensures they are fully aware of the provision for their children. Links with the host school are very good and fully embedded. As a result, information sharing is consistent, which supports continuity of care and learning for children.

### 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>	EY443430
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	801834
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Dovedale Before and After School Club
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07943923638

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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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