

Darlin Buds Ltd

Stifford Clays Junior School, Whitmore Avenue, GRAYS, Essex, RM16 2ST

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|--------------------------|----------------|
| Inspection date | 26/03/2013 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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

- The staff provide a friendly, relaxed environment where children feel welcome and show suitable levels of curiosity and imagination.
- Children are protected because they are closely supervised and staff make regular checks to ensure that the premises and equipment are safe.
- The staff have established secure links with the host school. They provide appropriate experiences that complement learning in the classrooms, where children spend more time.
- Children have plenty of opportunities to exercise and engage in a variety of physical activities, both indoors and outside.

It is not yet good because

- The key person system is not fully implemented to support engagement with all parents. As a result, it is not always making a robust contribution to helping staff meet the needs of children, particularly when they join the out of school club.
- Opportunities to extend children's learning through everyday routines, such as mealtimes, are not fully embraced.
- Self-evaluation does not assess all aspects of practice and rigorously promote improvements in children's learning, development and care.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 indoor and outdoor learning environments.
- The inspector held discussions with the staff and children.
- The inspector viewed a sample of the learning and development records.
The inspector saw evidence of suitability and qualifications of the staff, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Patricia Champion

Full Report

Information about the setting

Darlin Buds Ltd was established in 2009 and moved into the current premises in 2012. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club operates from Stifford Clays Primary School in Grays, Essex, and serves children attending two local primary schools. It operates from the main school hall and there is a fully enclosed area available for outdoor play.

The club employs five members of staff. Of these, two hold appropriate early years qualifications at level 3 and two staff hold level 2. The club opens Monday to Friday during school term times. Sessions are from 7.30am to 9am and from 3.15pm to 6.30pm. Currently there are 28 children on roll, nine of whom are within the early years age group.

What the setting needs to do to improve further

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

- strengthen partnerships with parents and ensure that every child's care is consistently supported by informing all parents and/or carers of the name of their children's key person and explaining their role, and by gathering more information about children's interests, enthusiasms and their capabilities when a child starts attending.

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

- encourage children to develop their independence skills by allowing them to pour their own drinks or prepare and serve their own food
- implement more rigorous use of self-evaluation to monitor and analyse practice and to ensure that the quality of children's learning, development and care continues to improve.

Inspection judgements

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

Children get involved in a suitable range of fun activities which help them make steady progress. The planned activities complement children's ongoing development needs because staff have a suitable understanding of the areas of learning. They observe

children in their play and plan experiences building on what children already know and can do. Staff appropriately use the guidance document 'Development Matters in the Early Years Foundation Stage' to track children's progress. Resources within the club are acceptably organised so that children can select what they would like to play with and help themselves. Children confidently move around the provision, often initiating their own games with their peers. As a result, they become imaginative and creative. For example, children concentrate and play cooperatively while using small world dinosaurs, soldiers or cars. Staff extend children's knowledge and ideas when they ask questions that encourage thoughtful answers and they help the children find the additional resources they need to develop their ideas. For instance, they collect twigs to build miniature camps and dens for the small figures.

Children remain busy throughout the sessions because the staff rotate the play materials to maintain their interest. Children also relish the freedom to choose between indoor and outdoor play. They have suitable opportunities to develop the skills they need for future learning. They count and experiment with numbers as they take part in games or complete puzzles. They practise their handwriting and pencil control as they write messages in greetings cards. Children also have opportunities to complete tasks in their 'learning at home' books supplied by the school. Snack times are social occasions when children sit together at the table talking about events from their school day. However, the light snacks are prepared and served by staff. This means that children are not consistently supported to become independent and take responsibility for their dietary needs, as they are not encouraged to pour their drinks or prepare and serve their food.

The staff are on very friendly terms with the school teaching staff. They share information with the teachers from the early years classes, to ensure continuity in the youngest children's care and learning. Additional learning experiences are provided by the school teaching staff to develop the children's understanding of the natural world. For example, children show awe and wonder when they have the opportunity to meet and hold newly hatched chicks. Daily communication ensures parents are kept suitably informed about the organisation of the club and the planned activities. They are able to view their children's observation records at any time. Parents can also enter the hall to collect their children, and use this time to observe them in their play.

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

Children are happy and enjoy attending the club as they have a warm rapport with staff. Since registration the staff have worked hard to make the move into the school a success. They overcome the constraints of using a shared premises generally well and children are eager to help the staff set up the hall at the start of each session. Although children are unable to permanently display examples of their artwork, the staff make the premises generally welcoming by ensuring that children can select their resources. In addition, attempts have been made to create cosy areas with soft mats, blankets and cushions where children can relax or play quietly.

There are reasonably successful transition arrangements that help children settle confidently into the club. Each child has a key person who completes an initial assessment

about children's needs, using information gained from the early years teachers from the host school. However, parents are less involved in sharing information about children's interests, enthusiasms and capabilities right from the start. As a result, the staff do not have a complete all-round view of children's interests, and activities are not fully matched to children's needs when they first join the club. In addition, some of the parents of the newer children in the club are still uncertain of the name of their appointed key persons. Consequently, children are not consistently supported as parents or carers are not confident that they know who they can talk to if they want to discuss their child's learning and care.

Children are confident and behave well due to consistent boundaries and expectations. The rules of the club are clearly displayed for children to follow. They share the resources well with one another and recognise the importance of working together to create a harmonious environment. The older children are very helpful in supporting the needs of the younger ones as they play. For example, they deliberate over the best way to fit construction pieces together when building intricate models and share ideas when designing and creating greetings cards to celebrate Easter.

Children benefit from getting outside in the fresh air to play when they use the school's playground and equipment. They adeptly climb and balance on a variety of physical apparatus. They also take part in team games, helping them to recognise the positive effect that energetic movement has on their bodies. Space is also created in the hall for children to learn new physical skills, such as, skipping or twirling a hula hoop. Children are also encouraged to follow effective hygiene routines and talk about the types of foods which are good for them. Staff remind children about safety to help them become increasingly responsible for looking after themselves and those around them. They regularly practise fire drills so that they know how to swiftly exit the premises in an emergency.

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

The management and staff have an appropriate understanding of the requirements of the Early Years Foundation Stage. The essential records, policies and procedures are regularly reviewed. These support staff in meeting the needs of children and contribute to the smooth running of the club. Staff demonstrate a sound understanding of their responsibilities to safeguard children's welfare. They are clear about the procedures to follow, should they have any concerns about a child in their care. Risk assessments of all areas used by children take place on a regular basis, with an in-depth and detailed check taking place annually. Records show that the required background checks are carried out to confirm that those working with children are suitable to do so.

Overall, reflective practice is reasonably effective in identifying areas of strength and items to improve. Staff are adequately monitored and they access training courses to update their knowledge and skills. They also hold termly meetings and implement action plans following their discussions. For example, the club has recently acquired a section of outdoor space where there are plans to offer children the opportunity to take part in

gardening activities. However, self-evaluation does not yet cover all aspects of practice, and parents and children are not yet fully involved in this process to widen the scope for improvements. Consequently, action plans do not yet offer robust targets for improving children's learning, development and well-being.

Children benefit from the friendly partnership with parents. Relevant information about how the setting operates is provided through newsletters and the prospectus. Important documentation, such as insurance and registration certificates, is openly displayed for parents to view. Parents spoken to are positive in their comments and value the service the club offers, particularly now that it has moved into the school premises. They say that the staff are approachable and they are pleased that their children are happy and enjoy their time there. The close links with the school teaching staff are a strength of the club and enable staff to support children's after school learning to complement the education they receive in the classroom.

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 action. 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 | EY455531 |
| Local authority | Thurrock |
| Inspection number | 889369 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 4 - 17 |
| Total number of places | 36 |
| Number of children on roll | 28 |
| Name of provider | Darlin Buds Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 07915 059506 or 07817 856809 |

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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, which are usually the childminder's 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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