

Downsbrook Out of School Club

Downsbrook Middle School, Dominion Road, Worthing, West Sussex, BN14 8GD

Inspection date	09/05/2013
Previous inspection date	24/11/2008

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		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 enjoy attending the club and play happily with their friends. They feel secure and develop strong attachments with staff who know them and their families well.
- Staff plan activities based on children's interest and this encourages them to learn through play, and compliments their learning at school.
- Staff promote children's physical development highly successfully, so that children make very good progress in understanding the importance of regular physical exercise.
- Staff make very clear their expectations for children's behaviour, encouraging them to take responsibility for their own behaviour by devising 'rules' that develop their ability to be kind towards others and take turns.

It is not yet outstanding because

- some staff sometimes miss chances to extend children's language.

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 and interaction between the staff and children during play in the classroom, hall and playground.
- The inspector looked at a sample of children's assessment records, planning documents and various records.
- The inspector engaged in ongoing discussion with the manager to assess her understanding of the welfare requirements and samples of policies and other records, were checked.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Shan Jones

Full Report

Information about the setting

Downsbrook Out of School Club is privately run and opened in 2006. It operates from one classroom and the hall in Downsbrook Middle School in Worthing. Children have access to an enclosed outdoor playground and field. It is open each weekday from 8am to 8.45am and from 3pm to 6pm during term times only. Children attend from the host school and three others.

There are currently 81 children aged from four to under eight years on roll, some in part-time places. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are eleven members of staff, seven of whom hold appropriate early years qualifications to at least NVQ level 2.

What the setting needs to do to improve further

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

- extend children's vocabulary as frequently as possible by posing more challenging open ended questions.

Inspection judgements

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

The atmosphere in the club is lively and children are eager to play. Staff are friendly, sharing jokes and joining in when needed, while allowing children to make independent choices about where they play and who with. They place a strong emphasis on learning through play, having fun and building positive relationships. Staff are committed to getting to know the children well to make sure that they can meet individual needs. Staff are very aware of the interests and stages of development of the children for whom they take particular responsibility. These are carefully reflected in the plans for the sessions. Staff regularly review and adapt planning to reflect the needs and interests of all the children attending. Staff demonstrate a good knowledge of how to promote the learning and development of children. For example, they engage children in games and activities that challenge and extend their learning. Children feel valued as they share photographs with staff showing aspects of their home life. Children are allocated a key person who spends time getting to know them well and assessing their developmental starting point in the first half term of attendance.

Children's communication skills are fostered well through play; they are confident to share their views and talk about the activities they enjoy. However, sometimes staff miss

chances to extend children's language development through the use of open questions, and by introducing additional vocabulary. Literacy skills are encouraged with good access to resources for mark making, and opportunities for writing, drawing and painting. The children enjoy using different computer games and exploring their immediate outside environment, extending their understanding of technology and the world around them. Children's awareness of the wider world and diversity is reflected well through resources such as posters, books and activities such as dancing, food tasting and creative play.

The staff team are committed to providing children with good quality fun and learning experiences. There are ample activities that provide children with challenges, such as putting together small construction bricks to create elaborate designs. Most of all, children are well motivated and are able to 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 deployment of the staff and the effective key person system promotes children's sense of security and sense of belonging. Inclusion is well considered through thoughtful settling-in procedures and staff have good knowledge of children's individual needs. Children are encouraged to self-register which promotes independence and self-esteem. Children have many choices; they choose activities that they would like to participate in and lead their own play. Staff interact very well with the children and relationships are good. They are interested in what the children have to say, as they talk about their activities and listen carefully to their suggestions. Staff work hard to develop behaviour routines that encourage children's involvement. For example, a 'rules list' fosters very good behaviour during play and meal times, and sets clear boundaries for all children.

Children manage their personal care appropriately, as they independently wash their hands before tea and take themselves to the toilet as needed. Children's health is promoted as they are offered snacks that reflect a balanced diet. An illustrated set of instructions encourages children to serve their snack independently. Children regularly practise fire drills so that everyone knows what to do in an emergency. Children benefit as they have regular access to the playgrounds, field, climbing equipment and beds for growing flowers, plants, fruit and vegetables. Children are encouraged to talk about how they feel; they are kind and helpful to staff and friends. All children show that they feel confident; they readily approach staff and ask for help, as well as to show their achievements. The older children help and support the younger members and, through this, extremely positive relationships are being nurtured. They make choices about play and show good levels of concentration and enjoyment in individual and group activities. Staff work in close partnership with surrounding schools to support children's transition to the club.

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

Leadership and management are good. The manager is well-organised, and is supported in her role by a competent line manager. The manager has a good working knowledge of the requirements of the Early Years Foundation Stage, and is aware of the importance of quality practice. Arrangements for safeguarding children's well-being are well established and effective. Staff have regular safeguarding and first aid training, so they keep their skills updated. They understand their individual responsibilities well and provide a safe and secure play environment for children. Risk assessments ensure that any potential hazards to children are minimised and staff closely monitor access to the premises. Staff are vigilant and children's safety is effectively promoted. For example, policy information is provided to all visitors with regard to the use of mobile telephones in the setting.

The manager supports the staff and deploys them effectively, ensuring that children are supervised well both indoors and outside. The manager monitors staff performance through regular one-to-one support meetings and yearly appraisals. She is aware of strengths and weaknesses and how to effectively address them. Staff are offered additional support as required. They are encouraged to develop their knowledge and skills through attending training courses. The manager undertakes a reflective and evaluative approach to the service provided and is conscientious in delivering good quality care for all children. Management evaluate activities provided and ensure that children remain interested and motivated in their learning. They use the views of children, parents and staff in the evaluation process. The staff have forged positive relationships with parents who are actively encouraged to regularly talk to their child's key person. Parents have access to their children's learning journals to further develop a good two-way flow of information. Parents spoken to are very happy with the service the club provides.

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	EY313264
Local authority	West Sussex
Inspection number	911829
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	50
Number of children on roll	81
Name of provider	Sharon Anne Ashworth
Date of previous inspection	24/11/2008
Telephone number	07857 735000 or 01903 600577

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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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