

Dunkirk Out of School Club

Dunkirk Primary School, Marlborough Street, NOTTINGHAM, Nottinghamshire, NG7 2LE

Inspection date

24/09/2013

Previous inspection date

13/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff know the children very well, this enables them to feel secure and form trusting relationships.
- Children enjoy a wide range of fun activities and experiences at the club, both indoors and outdoors. These are enhanced by trips into the wider community.
- The club is welcoming and families feel that their children are happy and receive support and continuity in their care, learning and development.
- The club has very good relationships with the host school and it's staff.

It is not yet outstanding because

- The partnerships with other settings the children attend are still to be fully consolidated to enable staff to complement and increase learning and development.
- There is scope to improve the partnership with parents whose children attend another setting.

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 the children playing in the main room, outdoors and at tea time.
- The inspector looked at a selection of policies, planning documents, photographs, children's records and the provider's self-evaluation document.
- The inspector took account of views of parents spoken to on the day and from written thank you notes.
- The inspector spoke with the registered person, manager, practitioners and the children throughout the inspection.
- The inspector completed a joint observation with the manager.

Inspector

Cathryn Wilkinson

Full Report

Information about the setting

Dunkirk Out of School Club was registered in 2001 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The club operates from the Dunkirk Primary School in Nottingham and is provided by a voluntary management committee. The club operates from a room in the main school building. Children also use the hall and school grounds for physical play. The premises are safe and secure with an intercom system for use when parents arrive to collect the children.

The setting employs eight staff. Of these, three including the manager hold appropriate early years qualification at level 3 or level 4, the rest hold a variety of childcare qualifications.

The club is open before and after school during term time. The breakfast session is from 8am to 9am and the after school session is from 3.30pm to 6pm. A lunchtime club for three- to four-year-olds attending the nursery is provided between 11.30am and 1pm. A holiday club operates from 8.30am to 5.30pm during school holidays and school staff training days. The sessions are attended by children from the Abbey and Highfields site of the Dunkirk Primary and Nursery School. In school holidays, children attend from the wider community.

The club is registered to care for a maximum of 32 children at any one time. Currently there are 40 children on roll, of whom nine 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:

- strengthen the partnerships with both settings that the children attend, to enable staff to plan activities that complement children's learning from those settings in order to help increase their learning
- extend information sharing with parents to provide them with more information about their child's day through revising transition arrangements from the child's day setting to the out of school club.

Inspection judgements

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

Staff at this welcoming club have a positive impact on children's learning and development. They have a secure knowledge of the Early Years Foundation Stage and how children learn. Useful information about children's care and learning is gathered from the parents as they register their child for the club. However, there is scope to strengthen the transfer of important information from school to the club so parents know more about their child's day, starting in school and into the after school club. This is in order to ensure important information from school is not missed and to further strengthen partnership working with parents and the children. Staff carry out an initial assessment of children on entry through an 'All about me' book which they complete with children in their key group. They continue to effectively observe the children on a regular basis and use the information they gather to plan exciting and challenging activities. Examples of such activities were seen in the photograph albums stored in the book corner. For instance, a trip to a large supermarket to buy fruit, prompted much discussion while choosing, buying, preparing and tasting a wide variety of fruit.

Children focus well and engage in the activities provided by staff. Staff are skilful at interacting with children and challenge them by using open-ended questioning and value their comments and contributions well. This was seen as the children enjoyed moving their hands through green gloop. They experienced the coldness on their hands and are amazed as it drips slowly from them. Children listen to staff and follow instructions well. For example, as the children played outdoors they listened to the staff member and learned how to throw and catch balls. As the game continues they are proud of their achievements and excited at being successful. Children enjoy being creative and use threading and cutting skills to make handbags from bubble wrap, buttons and pipe cleaners. They share their achievements with other children who are keen to join the activity.

Photographs of recent activities and events are displayed around the room and in two large photograph albums. Children enjoy looking at the books and are confident talking about their learning to the inspector. One child remembers playing in the large sandpit in the reception class and talks about filling up buckets. Another child points out a photograph of herself, engaged in a cooking activity. Children have the opportunity to use computers in the school computer suite. They access a wide variety of educational games, including some that are familiar, as they are taught to use them in their class lessons.

Children are happy in the club atmosphere and look forward to coming. They clearly have fun with the activities that the staff provide and they are eager to play. Staff are friendly and happy to join in with the children's play and help them to acquire skills for their future learning. There is a good balance between adult-led activities and children making independent choices about their play.

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

Children have the opportunity to play outdoors, promoting their physical well-being and exercise as they enjoy the fresh air daily. A variety of outdoor equipment is provided in an attractive environment. This includes a nature garden and school trim trail. Further

opportunities to visit the local park, school allotment and in the holidays trips are extended to such places as nature reserves and skating. Staff promote children's good health through effective health and hygiene routines. For example they access fresh drinking water at all times and observe good practice when staff are preparing and serving food, for example, hand washing and the wearing of aprons. Teatime is a social experience and offers the children the opportunity to make choices, such as, which topping they would like on their pizza. It also offers them opportunities to sit together and talk to their friends and older children in the club.

Practitioners are quick to praise and build self-esteem, as a result, children develop the self-confidence to participate and experience a wide range of learning activities and sharing resources amicably. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the fun club. For example, one child has spent some time collecting dinosaurs together leaving few for another child who comes along to play. He willingly shares his dinosaurs so that they could play together. Children learn to make a positive contribution to the fun club, for example by making small posters for an upcoming meeting. The behaviour code displayed on the wall has been written by the children and is clearly effective as all children were observed to be very well behaved.

Children are happy and feel secure in a welcoming environment. They make good relationships with staff and one another. An effective key person system is in place and this helps children to settle into the routine of the club. A child is observed with her key person as she completes an 'All about me' booklet. The child is enthusiastic about telling her about her family as she draws pictures in her booklet and writes their names. This activity gives the key person further opportunities to observe the child's development and also gives her time to get to know the child.

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

The inspection was brought forward by Ofsted following concerns raised when a child broke their arm. The club failed to notify Ofsted of a significant event within the required time frame. Other concerns were raised that the training for staff may not have been up to date. As a result of the incident, risk assessments, staff training and accident procedures were reviewed. An unannounced visit by Ofsted found that all staff were clear on procedures in the event of a serious accident and understand how to ensure that Ofsted is informed within the legal time frame. This information is displayed in the accident recording book, first aid boxes and the staff notice board. An initial warning letter was issued by Ofsted. Ofsted are satisfied with the actions taken and that the club is meeting all legal requirements at the time of the inspection. Leadership and management are good. There is a strong commitment to providing a high quality out of school club provision for all children. The registered person is the school head teacher, who demonstrates enthusiasm and passion for her role. This is evident in her knowledge of the needs of the children and their families and her understanding of the Statutory framework for the Early Years Foundation Stage. All practitioners convey a genuine enthusiasm and

enjoyment for their work and this is seen in their daily interventions with the children.

Children are safeguarded well at the club and staff have an accurate knowledge and understanding of the safeguarding procedures. The manager understands her overall responsibility and ensures the safeguarding and welfare requirements are implemented. Children's safety is given high priority, risk assessments are undertaken and are routinely reviewed. Children's demeanour shows they feel safe and secure in their environment and that they trust those responsible for their care. Children move confidently around the club and are willing to join in the various activities. Information needed to support children's welfare is sought at the time of registration. Staff effectively promote children's welfare as records accurately reflect accident and incidents and these are shared with parents and carers.

Effective performance management, such as supervision and annual appraisals, supports staff to improve their skills and identify any training needs. Routine, ongoing renewal of core courses, such as safeguarding and first aid help ensure practice remains current and thorough. Some training is delivered by the school such as the revision of the Early Years Foundation Stage. This embeds transition for children in the school reception class coming into the fun club and makes sure that the children benefit from current childcare practices and knowledgeable staff. However, as the school has a split site there is a lack of consistency in knowing what some of the children are learning at school. This means that staff cannot fully complement the activities, which children are learning at school and at the club, to increase their learning.

Self-evaluation is thorough and takes into account the views of staff, parents, children and committee members. Questionnaires and surveys are carried out regularly. Most comments are positive with both children and parents praising staff for their kindness and approachability and for the variety of activities provided both during term time and holidays. Parents say, 'My children settled in incredibly quickly, flexibility is amazing. It's great, a good service, the children have so much fun here and are really happy.' Children say they enjoy the club especially outdoors and using the hula hoops.

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	254524
Local authority	Nottingham City
Inspection number	932907
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	40
Name of provider	Dunkirk Out of School Club Committee
Date of previous inspection	13/10/2008
Telephone number	0115 9153273

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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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Piccadilly Gate
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T: 0300 123 4234
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