

The Den @ St Mary's

St. Marys Catholic Primary School, Broadway, DERBY, Derbyshire, DE22 1AU

Inspection date

04/11/2013

Previous inspection date

20/02/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- The setting does not gather or regularly share information about children's learning and development with parents and carers and between providers where a child is attending more than one setting, to ensure that consistent support is given.
- Children's behaviour is not consistently managed by all staff, so that appropriate methods are used to support children's understanding of right and wrong and the expectations of what is acceptable behaviour.
- The setting does not ensure that a written record of the outcome of all complaints is maintained, so that parents and carers are informed about factors that affect the welfare of their child.
- The setting does not consistently gather information from parents and carers regarding who has parental responsibility for the child and emergency contact details for parents and/or carers, to ensure children's safety and well-being.

It has the following strengths

- The procedures to safeguard children in the event of any concerns about abuse or neglect are suitably established.
- Checks to establish the suitability of adults working in the setting at the time of appointment are thorough to promote children's safety.
- The organisation of the space and the resources promotes children's enjoyment and independence.

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 playroom and outdoors.
- The inspector spoke with the staff about the daily routines and children's individual learning.
- The inspector looked at a selection of documentation which included children's learning records, complaints records and the setting's self-evaluation.

Inspector

Justine Ellaway

Full report

Information about the setting

The Den @ St Mary's Out of School Club was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within St Mary's Catholic Primary School, in Derby and is privately owned. The out of school club serves the local area and is accessible to all children. There is an area available for outdoor play. The out of school club employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 4.

The out of school club opens Monday to Friday, during term time from 7.30am until 9am and 3pm until 6pm, and during school holidays from 8am to 6pm. Children attend for a variety of sessions. There are currently 12 children attending who are in the early years age group. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that children's behaviour is consistently managed by all staff, and that appropriate methods are used to support children's understanding of right and wrong and the expectations of what is acceptable behaviour
- ensure that information about children's learning and development is regularly shared with parents and/or carers and between providers where a child is attending more than one setting, to ensure consistent support
- ensure that a written record of the outcome of all complaints is maintained, so that parents and carers are informed about factors that affect the welfare of their child
- ensure that information is recorded for each child regarding who has parental responsibility for the child and emergency contact details for parents and/or carers, to ensure children's safety and well-being.

Inspection judgements

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

The setting does not effectively work in partnership with parents and carers and other settings that children attend, to enable consistent support to be provided for children's

learning and development. Although the club is based on a school site, very little information is shared with this and the other school that children attend. For children with a special educational need and/or disability the setting undertakes information gathering to establish their needs and any support required. However, for other children, the setting is not consistently sharing information about what children can do and their next steps of learning. On occasion, relevant information is provided by parents and carers to identify where they feel their child needs to develop. However, this is by luck rather than design as the setting is not proactive in seeking this information or sharing information on an ongoing basis. As a result, observations of children lack focus. Staff attempt to assess where children are at and plan activities with no prior knowledge. Therefore planning is general rather than specific. It is also unclear what progress children make and whether they are gaining the skills to prepare them for their next stage of learning.

Support for children's personal, social and emotional development is not always effective. Staff do not always challenge inappropriate behaviour so that children understand what is right and wrong and develop positive relationships with others. For example, a child explains that another child is disrupting their game. A member of staff acknowledges this but does not discuss or reinforce the expectations with the children, and it continues. In spite of this, some children have good relationships with others and show kindness as they help their friend to do something. In other aspects, teaching is effective in supporting children in their personal, social and emotional development. Staff promote children's independence as they encourage them to decide whether they play indoors or outdoors. There is a sufficient range of toys and resources, which staff organise so that children can choose what to play with. The after-school session offers children the opportunity to decide when they eat their meal. As a result, children demonstrate independence.

There is a sufficient range of general activities and resources to cover the seven areas of learning. Staff plan regular art and craft activities and there is no expectation that children will produce a particular piece of work. This aspect of teaching is effective in promoting children's creativity and imagination. Children have frequent opportunities to develop their physical skills. They demonstrate their physical control when handling equipment as they attempt to try and catch or throw a flying disc to someone else. Staff sometimes join in with children's games and on occasion demonstrate how to do something to support their learning. For example, a member of staff shows a child how to throw the flying disc so that it goes sideways rather than up in the air and straight back down again. Children thoroughly enjoy playing a dance game on the games console, moving their bodies in different ways in time to the music. Children are confident in their communication skills and making their needs known. Staff are friendly and sometimes chat to children during play, promoting their communication skills as they ask questions so that children explain what they are doing. There are books and letter and word games to promote literacy. Staff support children's understanding of maths through number games. Staff give suitable consideration to including children who speak English as an additional language. Due to the age of the children, their English language skills are already suitably developed. Therefore, staff include any relevant festivals within the activities to promote a sense of belonging.

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

The management of children's behaviour is not consistent or at times appropriate. Inappropriate behaviour is not always challenged. Insufficient consideration is given to the impact of this behaviour on others. Therefore, staff do not always support children to understand right and wrong or to share and take turns. This means children's emotional well-being and their ability to feel safe and secure at all times is affected. Some children do behave well at all times and show kindness to others. For example, they show them how to play a particular game.

Children settle and operate independently within the environment. Staff effectively support this through the organisation of the toys and resources and routines, such as snack. Key persons gather some suitable information from parents and carers about things such as children's favourite toys and things that are important to them. However, the setting does not make best use of this information to inform the planning of support or specific activities. The deployment of staff is appropriate. Staff communicate well with each other to ensure that both the indoor and the outdoor areas are supervised at all times. The learning environment is sufficiently resourced and organised to promote children's decision-making and free movement. There is a suitable range of resources for children, which are well presented in clear plastic boxes so that children can choose. Children have almost constant access to the outdoors, to enjoy fresh air and exercise.

Children's understanding of safety is usually satisfactorily promoted. Staff explain to children the reasons why certain rules are in place, for example, staying in sight at all times so that they are safe. Children know the physical boundaries and where they can play outdoors. They treat the toys and equipment with respect. Children's understanding of being healthy is suitably supported. Staff talk to children about the components of the meal and why it is okay to have more of the healthier options if they are still hungry. Food and drink provide healthy options and children have access to drinks at all times. Staff plan interesting activities, such as a visit from a basketball player to talk about the effects of exercise and a healthy diet when playing sport. Staff use teaching opportunities to help children learn about good hygiene practices during baking activities.

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

This inspection was brought forward by Ofsted following concerns raised about the management of children's behaviour, the handling of complaints, the care provided to children, the range of activities and the provision of food and drink. The procedure for managing complaints does not ensure that the outcome of a complaint is consistently recorded. The management of children's behaviour is not always consistent or appropriate to support their understanding of right and wrong. Furthermore, it was identified during the inspection that the setting does not consistently gather the required information from parents and carers. Information about parental responsibility and emergency contact details are not recorded for all children to fully support children's safety and well-being. These are breaches of both the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and the Childcare Register requirements.

The setting does not regularly evaluate practice to identify areas for improvement. Observation and assessment does not provide a useful picture of whether children are progressing well. Although the owner undertakes yearly appraisals, she does not regularly evaluate staff practice to secure improvements in the quality of teaching. As a result, the owner does not have an accurate view of the quality of the provision. Suitable information is displayed for parents and carers in the setting. This includes information about the Early Years Foundation Stage and food provided that day. However, the setting is not regularly gathering or sharing relevant information with parents and carers about their child's learning and development. Furthermore, the setting fails to share specific information about children's learning and development with other settings that they attend. This means that they cannot ensure consistency of support. The setting does however demonstrate a commitment to being more proactive when supporting a child who has a special educational need and/or disability. This includes making contact with any other agencies or professionals that are involved to ensure appropriate support.

Procedures for dealing with safeguarding issues are appropriate. Both staff and the designated person demonstrate a suitable understanding of possible indicators of abuse or neglect. They know what they should do in the event of any concerns about a child in their care. Procedures to establish the suitability of staff at the time of appointment are thorough. Information is consistently gathered including at least two references and checks on both identification and qualifications. Procedures to promote the ongoing suitability of staff and ensure their continuous professional development are satisfactory. The owner updates the Disclosure and Barring Service check regularly. The majority of staff have a relevant childcare qualification to level 3 and a first aid qualification. Induction includes information about the policies, procedures and routines. Children's health and safety is promoted within the setting as a visual check of the premises is undertaken before children arrive. Parents and carers ring a bell to gain access when collecting children. Toys and equipment are in good condition. Staff wear aprons and use tongs to serve food and tables are cleaned with antibacterial spray.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative affect on the younger children (compulsory part of the Childcare Register)

- keep a written record, for a period of three years, from the date of complaints including the outcome of the investigation and the action the provider took in response (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative affect on the younger children (voluntary part of the Childcare Register)
- keep a written record, for a period of three years, from the date of complaints including the outcome of the investigation and the action the provider took in response (voluntary part of the Childcare Register).

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY283012
Local authority	Derby, City of
Inspection number	937402
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	80
Name of provider	Rebecca Anne Levey
Date of previous inspection	20/02/2009
Telephone number	07793 275196

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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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