

Meadows Out Of School Club

Duffield Meadows Primary School, Park Road, Duffield, Belper, Derbyshire, DE56 4GT

Inspection date	18/02/2014
Previous inspection date	13/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are happy, motivated and well settled, which is due to the welcoming environment and friendly approach by staff.
- Children thoroughly enjoy coming to their club because they have fun and activities complement the children's school experiences.
- Staff have good relationships with teachers within the host school, which enables them to share what they know about the children and provide continuity for them. This means that their development needs are met well.
- Staff have a good understanding of how all children learn. They provide a good range of planned and spontaneous activities to promote children's learning through play.

It is not yet outstanding because

- Mealtimes are not always organised effectively to promote relaxed, sociable times, where children can also enhance their language skills through relevant conversations.

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 children engaged in activities both inside and outdoors.
- The inspector spoke to children, parents and staff and held a discussion with management.
- The inspector invited the manager to complete a joint observation.
- The inspector sampled some documentation and records, including children's learning journals and staff files.
- The inspector viewed a sample of the out of school's club's policies and procedures.

Inspector

Janice Hughes

Full report

Information about the setting

Meadows Out of School Club was registered in 2008 on the Early Years Register and the both compulsory and voluntary parts of the Childcare Register. It operates from two rooms in the grounds of Duffield Meadows Primary School, in Belper, in Derbyshire. All children share access to a secure outdoor play area and other parts of the school grounds.

The club is open each weekday from 7.30am to 9am and 3.30pm to 6pm in term time and 8am to 6pm during the school holidays. There are currently 95 children aged from four to 11 years on roll, of whom 14 are in the early years age range. Children attend for a different number of sessions each week. The out of school club serves the local area, including the two local primary schools. The club employs seven members of staff, of whom all hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- review the organisation of mealtimes, so that children can participate in conversations about their experiences, socialise with their friends and eat their food in a relaxed atmosphere, so that they become enjoyable experiences for all children.

Inspection judgements

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

Children are eager to attend the club and are motivated to learn. For the most part, the club provides a relaxed and calm atmosphere where children feel that they belong. Staff find out about the children to ensure that they provide a service that meets their individual needs. They gather relevant 'all about me' information on the registration forms, which includes details, such as family, favourite toys and activities and what the child can do, which helps staff to establish children's interests. This information, along with initial observations made by staff, informs children's starting points in the club. As a result, staff can provide for the children's individual needs when they first start and consequently, they settle quickly. Parents are provided with good information about their children's achievements and enjoy verbal contact with staff daily, which promotes two-way parent involvement. All of the children attend school through the day, therefore, the manager is aware that activities need to complement what they do there. Staff plan a good mix of child-initiated and planned activities that challenge and help children to develop skills and attitudes to aid their schooling, such as socialising and co-operative skills. Staff have good communication with the reception class teacher and regularly share what they know about the children. They also discuss each individual child to establish where they are doing well and what skills they may require further help with, such as adding numbers, reading

books or writing their name, so that simple targets are set. Information from parents also contributes to this process. Staff are well aware of how to meet the children's learning through play. As a result, children are well motivated, enthused in their activities and enjoy their time at the club. Consequently, they make good progress. Parents' state that they are well informed about their children's progress. They like the fact that staff are happy to support their children to do their homework if their child so wishes.

Staff are effectively involved in what the children do and extend their learning well. For example, when they support and join in with the 'model making' activity, children ask questions and hold conversations about what they are doing. Children confidently ask for help and solve problems with support from staff. For example, as a child makes a robot, out of recycling materials, they find a box that they say 'would be great for his head, because it has a hole for his mouth.' The child then proceeds to explain that they do not know how to 'fix it on'. Together, both the child and member of staff solve the problem and manage to find ways of fixing the head onto the robot. The child then perseveres for a long time concentrating on what do and uses their imagination well to make the 'robot'. When the child has finished, they proudly and confidently show their creation to staff, children and the inspector. Staff praise the child's efforts, which in turn boosts their self-esteem. Staff foster communication and language skills well most of the time. They ask why, what, how questions and encourage the children to talk about what they are doing and to use their imagination, while engaged in a variety of good activities. However, at mealtimes, this is not always happening. There are occasions when staff sit at tables with the children but do not hold conversations or ask them any questions about what they have been doing. Consequently, children's language skills are not enhanced during mealtimes. Children thoroughly enjoy playing outside. Staff plan activities outside for children to enhance their physical development, such as football and tennis games. They have opportunities to ride scooters and bicycles and enjoy playing chasing games as they run around the playground. Children's handling and fine motor skills are promoted effectively as they mould with play dough and help to make dens.

The club offers an inclusive environment. Children are able to help themselves to a good range of toys, resources and activities. They confidently and eagerly express what they like about their club. They excitedly tell the inspector that they enjoy painting, sticking and making things, such as models and playing with their friends. Children are finding out about living things as they discuss and observe the animals, flowers and trees in the school grounds and on outings. They are learning about multicultural Britain as they celebrate various festivals, such as Diwali and Chinese New Year. Children are skilled at using the computers and scream with delight as they play on the electronic games, which helps their information and communication technology skills. They demonstrate these skills well and older school children show younger ones how to play the games, showing good social skills. Often the games involve using mathematical skills children have learnt at school, such as adding scores and sharing out items. These, along with number games and baking, help children to enhance their mathematical skills they have gained. Staff encourage children to read instructions for themselves and there is a cosy area for them to read books independently and a well-used writing area. These help children's literacy skills. Children have opportunities to play with dolls and role play and express their imagination. For example, while playing with the dolls, a group of children pretend to go on holiday, pack their suitcases and go to see the mermaid. Staff support this and

enhance the play by asking them how they are going to get to the 'seaside' and what they are going to do when they get there. The staff team are passionate about their roles and provide good quality care and learning, which benefits children's all round development.

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

Children are happy and content in this welcoming club. Children build positive relationships with staff and their peers. Younger school children are provided with a key person to help promote consistency of care and enables staff to get to know individual children well. In discussions with parents, they are very complimentary about the way in which their children grow in confidence and self-esteem at this club. Children's behaviour is good most of the time. They are encouraged to talk about and recognise their own needs and those of others. Children are involved in agreeing the club's 'rules' and they are kind and caring towards their friends. This supports their feeling of safety within the club. Staff demonstrate that children are valued and respected, for example, by praising their artwork and displaying this carefully.

Staff place a high priority on children's safety. Children are learning to keep themselves safe as they practise the fire procedure. They learn about road safety and 'stranger danger' when they go on outings, for example, to the local shops and park. In addition, staff explain why they should not walk around with scissors in case they fall and hurt themselves and the dangers of hot ovens when baking. Children are developing a good understanding of why it is important to lead healthy lifestyles. Staff allow children to take reasonable risks as they climb on the climbing frame and slides at the park. They also enjoy physical activities daily, which help them to learn about exercise. This means that children increase and challenge their physical skills. Good hygiene routines are established to promote children's well-being. Staff prepare healthy snacks and follow food hygiene routines and guidelines. Mealtimes provide opportunities for children to enhance their independent skills as they help themselves to food and pour drinks. However, mealtimes are not always effectively organised. For example, when children have finished eating, some children become boisterous and are loud and wander around the room and are not always engaged in play or activities. This sometimes prevents these times being relaxed, social occasions, where children sit together to enjoy their food and each other's company.

The club is well resourced both indoors and outdoors to support children's all-round development. Both boys and girls are equally encouraged to participate in a wide range of activities to build on their current knowledge and skills. Staff make sure there is time to talk about and reflect upon the children's day in school. This also provides a platform to discuss their feelings and any concerns. The organisation of the two buildings is good. There are opportunities for children to 'chill' after school, play with their chosen toys or activities or complete their homework if they wish. Good links with the host school ensure that children are provided with the appropriate support for the move between the club and school. Staff share information, both verbally and in writing with school and parents to ensure that children's individual needs are met and to provide consistency of care.

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

The club is effectively led and managed, and well organised most of the time. Staff have a good knowledge and understanding of safeguarding procedures and how to protect children. They know what to do if there is an allegation made against a member of staff and if they have concerns about a child. There are robust vetting and recruitment procedures that ensure all persons employed are suitable to work with children. Good systems are in place to keep children safe. For example, clear policies and procedures, risk assessments and documentation, underpin practice well. The premises are secure and visitors are required to sign the visitors' book to further safeguard the children. In addition, children are supervised well both indoors and outdoors. Management have a good understanding of the learning and development requirements relevant to their club. They liaise closely with the host school to ensure that they fully support children's continued learning. All staff have a good understanding of the areas of learning and how children learn. They monitor children's progress through effective tracking procedures, which is added to planning and helps staff identify any gaps in children's learning and progress.

Staff are passionate about providing the best possible care and learning for the children. They demonstrate a strong commitment to continuous improvement. Accurate identification of priorities through self-evaluation and implementing these, provides continued and systematic improvement to the quality of the club. For example, the management have devised a clear training matrix to ensure staff obtain information about important areas, such as safeguarding, behaviour, equal opportunities and first aid. The club has a clear vision for the future. Staff value and respect the views of both parents and children as part of their self-evaluation process. Parents' complete questionnaires and children are encouraged to express their views. Effective induction systems ensure that staff are well aware of health and safety procedures for the club. Management monitor staff performance through appraisals and at staff meetings. The managers have completed a self-evaluation, which is a true reflection of where they are at. One of the areas for improvement they have identified is to improve the planning by involving children more in choosing the planned activities. The club has successfully completed the recommendations from the last inspection, demonstrating their commitment to improvement. Parents are involved in the self-evaluation process and management value their suggestions. For example, parents made a request to open the club earlier to accommodate parents' working times. This resulted in the club opening 15 minutes earlier.

The club establishes good links with teaching staff at the host and local schools. Staff act as a bridge between teachers and parents to provide continuity of care as they drop and collect the children at school each day. The manager is aware of the need to work in partnership with others as the need arises, in order to help children who may need extra support to close gaps in learning. Daily discussions and newsletters keep parents informed about the events in the club. In discussion with parents during the inspection, comments indicate that they are happy with the service their children receive. Parents are pleased with how their children are settling-in and indicate that they enjoy coming. Staff demonstrate a strong partnership with parents and take care to ensure that the club's environment is welcoming, safe and accessible. This contributes to children's enjoyment of their time at the club and ensures that they have a positive childcare experience that forms a secure base for their care and future learning.

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	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	EY372279
Local authority	Derbyshire
Inspection number	878652
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	95
Name of provider	Meadows Out Of School Club Ltd
Date of previous inspection	13/02/2009
Telephone number	07971 299604

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

