

The Den out of School

The Den Before & After School Club, Business & Technology Centre, Radway Green, CREWE, CW2 5PR

Inspection date

04/03/2014

Previous inspection date

21/04/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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| 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 a wealth of interesting and challenging activities and opportunities. This is because of the extensive indoor and outdoor facilities available, which are used well by the staff to extend children's learning and development.
- Children are comfortable and relaxed in this homely and friendly club. They develop secure relationships with staff and positive friendships with others. This is because staff promote kindness and respect towards one another, enhancing their social skills and emotional well-being.
- Children's safety and welfare is well-managed through robust policies and procedures in place and the vigilance of staff, ensuring that these are implemented effectively.
- Partnerships and relationships with parents are strong. Parents highly value the level of care and attention their children receive and how this enhances their learning and well-being.

It is not yet outstanding because

- There is scope to enhance the existing good partnerships with schools, through the sharing of regular information about the club with them.

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 interactions between staff and children in the main playrooms and the outside learning environment with the manager.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation including children's assessment records, planning, and policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Sharon Lea

Full report

Information about the setting

The Den Out of School Club was registered under the present provider in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is privately owned and operates from three converted houses situated on the Imex Business and Technology Park in Radway Green, Crewe. Children attend from the local community and surrounding areas and are taken to and collected from several schools in the locality.

The club operates from six playrooms located on two floors and there is a large secure area available for outdoor play. The club employs five members of childcare staff. Of these, two hold appropriate childcare qualifications at levels 2 and 3, and four hold playwork qualifications at level 3. The club is open each weekday from 7am until 9am and 3pm to 6pm during term-time and each weekday from 7am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 60 children attending, 10 of whom are in the early years age group.

What the setting needs to do to improve further

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

- enhance the existing good partnerships with schools, through the sharing of regular information about the club, to ensure that all those involved in the care and education of the children are fully informed and involved.

Inspection judgements

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

Children enjoy a wealth of interesting and challenging activities and opportunities, which support and extend all areas of their learning and development. They benefit from highly stimulating and extensive environments indoors and outdoors, which are used well by the staff to provide a good balance of child-initiated or adult-led play. Each of the individual rooms has different experiences on offer and children are free to decide whether to play indoors or outdoors, with their friends, or join in with the adult-led activities on offer. For example, they can relax and chat, watch television or read a book in the comfortable lounge area. The messy room enables them to be creative with paint, chalk, pens, collage materials or clay. Opportunities to play imaginatively are provided in the role play room where children can become different characters through the dressing-up clothes, or take on other roles, such as shopkeepers or hairdressers. Children learn to play socially and cooperatively through using the games room which has pool tables and a wide range of additional games. A playroom is available and resourced solely to the needs of children who are in the early years age group, and older children have the use of a homework

room, complete with computer. In addition, the children have unlimited use of a vast outdoor garden which has a wide range of resources, including full-size goal posts and nets and a mud pit to dig and explore. Therefore, there is something on offer at all times, for all children, whatever their age and interests.

Staff provide focussed activities, such as exploring planets and space which links in with topics being explored at school, further extending the children's learning and enabling them to share their knowledge from school. Children have good opportunities to develop skills for future learning as they access reading books and writing materials, and use everyday technology in their play. Staff skilfully support children and allow them time to make their own choices and to be independent. Children's communication and language is supported well through purposeful play and interactions and staff developing their thinking skills through open-ended questioning. Children have daily opportunities to initiate conversation and take account of what others say. For example, during breakfast or afternoon tea, story sessions and discussions during play are extremely successful in encouraging children to share their ideas and thoughts. Staff also gather the views of children in the group through 'chat about time' meetings and ensure that they use the information to good effect by planning activities and providing resources for children linked to their interests. This ensures children are always motivated and fully involved in their play. Children build firm foundations for early literacy through making sense of visual signs and symbols and use an extensive range of opportunities to engage in making marks both indoors and outdoors. Staff observe children during play and use this and the information gained from the schools they attend, to identify and support the next steps in their learning. Planning is in place to meet all areas of the Early Years Foundation Stage for the younger children, and staff also plan for those who are older. However, children are never excluded from activities due to their age, instead, the activity is adapted in order to meet the needs of all of the children attending. For example, during an activity where younger children are developing 'All about me' booklets, older children also want to write about themselves. Staff embrace this, enabling all those who want to join in, to take part, promoting inclusion and respecting the children's right to choose. As a result, the opportunities provided and the good level of staff's teaching and support, complements and enhances children's learning at school and their progress in areas of learning, such as literacy.

Friendly relationships and effective partnerships are in place between parents and staff. Parents say that they are very happy with the provision and feel it provides their children with a friendly, family atmosphere where they can play safely at the end of a busy school day. Many comment that their children benefit from the extensive space and wide range of activities available. Staff obtain initial information about children's starting points from parents during the registration and settling-in process. Parents are informed and involved in their children's learning on a daily basis. Staff talk to parents about what their children have been doing while at the club and at home and share information or messages from school at the end of the session. A wealth of information is available on parent noticeboards and a wide range of photographs share the interesting activities that children have taken part in, such as camping and den building days.

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

Children are comfortable and relaxed in this welcoming and homely club. They settle in smoothly, through the established settling-in process, in place to support them when they first start to attend. This, alongside the initial information gained from parents about their likes and dislikes, enables their key person to provide activities they enjoy and to support their initial transition. As a result, they quickly develop secure relationships with staff who they are happy to share their day at school with, on arrival in the club. Children also transfer smoothly between the local schools and the club. This is because good arrangements are in place for their safe and coordinated arrival and collection at the beginning and end of each day. There are effective partnerships in place, between the club and teachers at the different schools, which children attend. This means that children are well-supported during transitions between the school, club and home. Therefore, children are happy and confident to engage in activities and conversations with others and to take full advantage of the many interesting opportunities available in the club.

The environment and good quality resources, both indoors and outdoors, provide a safe place where children can independently explore, investigate and have fun. Children learn to behave very well because staff are good role models, who promote kindness and respect towards one another. They establish 'golden rules' together, which reinforce appropriate expectations which children aspire to achieve. Consequently, children are polite, well-mannered and develop positive friendships with others, enhancing their social skills and emotional well-being. Staff encourage children to express their emotions verbally or through the 'emotions board' where they can record their feelings under the different facial expressions, for staff to support them with. Staff actively encourage children to develop their independence and to do things for themselves. As a result, they competently manage their own hygiene and put on their own coats for outdoor play.

Mealtimes are relaxed, social occasions where children sit together around the table with staff to enjoy their food and each other's company. The menu provides children with opportunities to try a wide variety of foods and to make healthy choices from the range of fresh fruits and vegetables provided. Fresh drinking water is available at all times and children can independently access this, to keep themselves hydrated. Children have daily, unlimited access to a large outdoor area to support their developing understanding of how being active contributes to a healthy lifestyle. Football is particularly popular, making use of the full-size goals available all year round. This helps to support children's physical development and also their personal, social and emotional development, as they negotiate rules and teams. Children also learn how to keep themselves safe outdoors, through using large equipment appropriately and taking care not to walk in front of the swings. In addition, staff take the children on local walks, developing their understanding of where it is safe to cross the road and how to do this safely.

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

The manager has a thorough knowledge of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All staff have attended safeguarding training and have a sound understanding of their roles and responsibilities for protecting children from possible harm or neglect and how to pass on concerns appropriately. There are detailed policies and procedures in place, which are shared and understood by all staff and parents. Staff are involved in reviewing policies and contributing ideas to enhance these, thereby ensuring that policies work effectively in practice. Thorough recruitment and induction procedures ensure that staff are suitable to work with the children and are fully aware of their roles and responsibilities. Staff complete daily safety checks of the premises and keep written risk assessments, which are regularly reviewed, to ensure all hazards are minimised. Appropriate action is taken if hazards are identified, ensuring that children are kept safe and accidents are kept to a minimum.

Leadership and management is good because the manager shows a strong commitment to improving the out-of-school club. She demonstrates enthusiasm for her role and this in turn has a very positive effect on other members of her team. Staff demonstrate a good understanding of how children learn and develop, providing children with an interesting educational programme and an appropriate range of learning experiences, which include children's ideas and interests. The range of qualifications and working backgrounds of the staff provides a breadth of experience which benefits the children who attend. For example, the manager has qualifications in childcare, playwork and management. This underpins her varied roles within the club, supporting both younger and older children and leading and developing her team. Regular staff supervision sessions and staff meetings enable staff to contribute ideas to further enhance the provision, and identify their own professional development needs. The staff team are enthusiastic and enjoy their work, resulting in children who are motivated and enjoy the time that they spend in the club. Detailed self-evaluation is in place which clearly identifies the setting's strengths and areas for development. Reflection on all areas of practice and the environment is ongoing. Staff observe how children use the different spaces and resources, actively seeking their opinions, and those of parents to develop the club. This ensures that the club is constantly evolving, to meet the changing needs of the children attending, and to accommodate new ideas.

Partnerships and relationships with parents are strong. Parents highly value the level of care and attention their children receive and how this enhances their learning and well-being. Many of the parents have used the club for a number of years, and some attended when they were children themselves. This demonstrates the high regard which they have for the club and their high levels of satisfaction with the staff and the facilities. Feedback from parents is sought through daily verbal contact and annual questionnaires. This contributes to the club's ongoing self-evaluation and development. For example, parents suggested that a homework room would be beneficial for the older children. This was created, as a result, demonstrating that parent's opinions are valued and acted upon. Effective partnerships have also been developed between the club and the local schools which children attend. This enables information to be shared about children's welfare and learning. There is scope, however, to enhance the existing good partnerships with schools further still, through the sharing of regular information about the club to ensure that all

those who share in the care and education of the children are fully informed and involved.

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

| | |
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| Unique reference number | EY375743 |
| Local authority | Cheshire East |
| Inspection number | 821388 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 60 |
| Number of children on roll | 60 |
| Name of provider | Karen Jane Bradbury |
| Date of previous inspection | 21/04/2009 |
| Telephone number | 01270 884 443 |

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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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