

Leprechauns Out of School Club

Dunston Primary School, Dunston Lane, Newbold, CHESTERFIELD, Derbyshire, S41 8EY

Inspection date

27/03/2014

Previous inspection date

26/01/2009

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

- Children are provided with a safe and secure environment because all staff have a thorough knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- The management has thorough recruitment, vetting and induction procedures which help ensure adults working with children are suitable to do so.
- Partnerships with parents are very well-established. This ensures children's welfare needs are securely met.
- Children make good progress in their learning because staff plan and provide a wide range of interesting and stimulating activities which children enjoy and that complement their learning in school.

It is not yet outstanding because

- There is scope to improve the partnerships between the club and school to ensure even more information is shared about children's learning and development to support their progress further.
- 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 activities in all the play areas indoors and outdoors and viewed resources and equipment.
- The inspector spoke with the manager, staff, children and parents during the inspection.
- The inspector looked at children's records and a range of other documents, 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.

Inspector

Ruth Hudson

Full report

Information about the setting

Leprechauns Out of School Club was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Dunston Primary School in Newbold, Chesterfield and is managed by Leprechauns Ltd. The club serves the local area and is accessible to all children. It operates from rooms in the school and there is an enclosed area available for outdoor play. The club employs three permanent members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. The club opens Monday to Friday term time only. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. The club is open on specific days during school holidays. Children attend for a variety of sessions and there are currently 77 children attending, of whom four 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 partnerships with school staff further to improve the information shared to fully complement children's learning and development
- 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

The after school club provides a welcoming environment for the children who attend, both from the school where the club is situated and other local schools. There is a good balance of activities provided by the staff and children are able to request resources throughout the session. Children are able to run off energy outside, play imaginatively with friends or relax with a book. The staff and manager have a good understanding of how to support children's learning and development through play and exploration and, as a result, they plan suitable activities that interest and challenge the children. They know the children well and through consultation with the children provide a mixture of popular resources and planned activities that offer children new experiences. For example, children enjoy using their imagination they build intricate models with small bricks and use small world resources to create their own stories, supporting their growing literacy skills. The range of activities available complements the children's learning in school in a relaxed and unpressurised environment and staff use their skills to support them. Children practise their fine motor skills as they carefully colour pictures and use tools in the play dough,

staff provide sensitive support to help them achieve their aims. Staff use effective strategies to challenge children's ideas, encourage conversation and independence. As a result, children's learning is reinforced and staff's praise of their work builds their confidence and self-esteem. Therefore, children are making good progress towards the early learning goals and are being prepared for the next stage of their learning.

There are good links with the host school and the primary focus within the club is children's personal, social and emotional development. Staff maximise opportunities to support children's confidence and social skills, so children are learning how to manage emotions and friendships. For example, as children play games outside, the older children take turns with the younger ones to throw the ball at the basketball net. Both children and staff offer praise and encouragement as the younger children come close to scoring a basket.

Parents are very pleased with the service the club provides and are kept well informed through a well organised notice board and verbal communications about what their children have been doing. When children start at the club parents complete an information sheet about their child so staff are aware of children's interests and dislikes, helping them plan suitable activities.

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

The children are happy, confident and enjoy their time at the club because they have good relationships with the staff who focus on promoting their overall well-being. This is supported by good information collected from parents when children start at the club, which includes details, such as any allergies that the child may have. This information is made available to all staff to ensure that children's health needs are met. There are good links with the teachers in school. Younger children are collected from their classrooms by club staff enabling teachers to share information about the children's day and record any information that needs to be shared with parents. Staff know the children particularly well, allowing them to support children appropriately. For example, they know which children are more confident and which need more encouragement to achieve at their chosen task. Staff provide the relevant level of support allowing all children at the club to be fully engaged and get the most out of their time in the club. Children are encouraged to listen to each other so are learning to respect others and being valued supports their self-esteem. Children's growing confidence helps prepare them emotionally as they move up through school.

Staff set high expectations for children's behaviour and are very good role models for the children. They remind children about the rules reinforcing this with explanations. For example staff explain why they must not run in the hall and stay in the playground when outside. Staff are continuously reviewing their behaviour management strategies to ensure the most effective strategies are used. As a result, there are very few incidents of unacceptable behaviour. Staff allow children the opportunity to take calculated risks. They understand the importance of children learning through active play and talk about the safety implications of activities. For example, staff talk to children about using equipment safely, road safety when coming to the club from neighbouring schools and reminding

children to be aware of others when playing outside. As a result, children are developing good levels of safety understanding, confidence and self-esteem. These opportunities support children to develop skills for the future and learn how to keep themselves safe from harm.

Children are developing a good understanding of healthy lifestyles because staff at the club talk to the children about healthy food choices. Children enjoy the range of healthy snacks that are offered and drinks are available throughout the session. However, opportunities to make snack time a relaxed, sociable time, where children can also enhance their language skills through relevant conversations is not always maximised. This is because children coming from neighbouring schools arrive after most of the children have eaten their snack, as a consequence, not all the children have the opportunity to join in the relaxed social occasion where children sit discussing what they have done during the day. Children make good use of the large outdoor space to get fresh air and exercise after their day at school. They are developing increasing levels of independence, because staff provide them with opportunities to do things for themselves. For example, all children are encouraged to put on their own coats to go outside and pour their own drinks and select their own snack. They understand the need to wash their hands before they eat and children remind each other as they come for snack.

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

The manager has a good understanding of the club's responsibility to protect children from harm because there is a clear safeguarding policy that is understood and implemented by staff. All staff have been vetted to ensure they are suitable to work with children. Children are well protected because all the staff have completed safeguarding and child protection training and understand their roles and responsibilities. This ensures that all the staff understand what to do if they are concerned about a child in their care. There are comprehensive policies and procedures that are regularly reviewed and understood by staff and parents are informed about them when their children start. There are detailed risk assessments covering all aspects of the club including additional activities undertaken during the holiday club sessions. Staff complete checklists before each session to ensure the environment is safe and secure so that children are free to play. The children's well-being is assured because staff take good steps to keep the children safe, the premises are secure and an effective collection procedure ensures the children are only collected by a known adult.

The manager works closely with her staff and there are good working relationships that allow staff to resolve any issues quickly and effectively. Appraisals are completed annually by the manager and owner. All members of staff hold relevant qualifications they are able to undertake training courses when suitable training is identified. The club provides a wide range of activities and resources and staff informally evaluate their effectiveness and change them as necessary. Staff meetings enable the staff to evaluate the progress of the club reflecting on their strengths and areas for improvement. The manager has just completed a review of the club's self-evaluation she ensures that the views of children and their parents are taken into account. The recommendations from the last inspection have

been successfully addressed as part of their drive for improvement.

Partnerships with parents are good and children benefit from the good relationships that the staff have formed with their parents. Feedback from the parents is very good. They say children settle well because the staff are friendly and very approachable. They know who their child's key person is and what their role is. As a result, they are aware of who to talk to if they have any concerns about their child. Staff have developed good relationships with the school staff and share information around children's care and learning on a daily basis. However, there is scope to enhance these relationships further so the staff can gather more in depth information about what children are learning at school in order to support children's learning and development even further.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY308953
Local authority	Derbyshire
Inspection number	861973
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	77
Name of provider	Leprechauns Out of School Ltd
Date of previous inspection	26/01/2009
Telephone number	01246 208746

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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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