

# Explorers Den

Hyde Park Junior School, Hyde Park Road, Plymouth, Devon, PL3 4RH

## Inspection date

Previous inspection date

03/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 interact well with the children in their chosen activities, while enabling them to make their own choices about where they play. As a result, children are eager to learn.
- Staff make clear their expectations for children's behaviour. Consequently children share, take turns and behave well.
- Staff offer good support to new children to help them feel safe, secure and settled at the club.
- Staff plan a broad range of activities and involve the children in decision making about what they would like them to plan for them.

### It is not yet outstanding because

- The staff have not fully developed procedures for sharing information with parents and the school, with regard to the progress they see the children making.

## 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 the outside play areas.
- The inspector sampled relevant documentation including some policies and procedures.
- The inspector looked at children's assessment records.
- The inspector engaged in conversations with the staff and some parents.

## Inspector

Sally Hall

## Full report

### Information about the setting

Explorers Den Before and After School Club registered in 2013 and is privately owned. It operates within the grounds of Hyde Park Infant and Junior Schools in Plymouth. The club collects children from the Hyde Park schools only and operates from the school's canteen. Children have access to both playground areas. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open to children aged from four to 11 years old. The club operates Monday to Friday from 7.30am to 8.50am and from 3pm to 6pm, during term times. There are five members of staff working with the children, four of whom hold a relevant childcare qualification. There are currently 13 children on roll 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:

- develop further procedures to exchange information with the host school and parents, with regard to children's learning and development.

### Inspection judgements

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

The atmosphere is very relaxed in the club. Children are happy and confident; they quickly settle on arrival and engage in play. They are pleased to see their friends on arrival, which demonstrates they feel safe and secure. The older children are positive role models for the younger ones, encouraging them to join in their games. Children confidently move around the room, choosing what they want to play with and interacting well with their friends.

The staff demonstrate a good understanding of how children learn through play. They plan a good range of activities to support children in all areas of their learning and to promote their individual interests. The staff encourage children to be involved in decision making about what they would like to play with; they listen to what they say, to help with their planning. For example, the children have asked for pirate and mask-making activities.

The staff know the children well and know which children like to quietly look at a book on arrival, until they are ready to join in. The staff actively engage with the children as they play and join in their games on request. They promote their learning well, encouraging them to use their own ideas and imagination as they make models, and participate in craft activities, drawing and role play. The staff involve all the children in group games. Children learn to gain an understanding of winning and losing in a positive way, so that they feel good about themselves. This helps to build their self-esteem. The children demonstrate a

strong sense of belonging, and are enthusiastic about attending the club.

Staff make purposeful observations and assessments on the children, to help plan activities and enable them to promote children's development. The room is set up well in readiness for children's arrival and the resources are changed after snack time, to provide a wide range of play opportunities. The staff listen to what the children tell them about their learning in school, letting them continue related activities at the club if they want to and providing the opportunity to discuss their homework.

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

Children have a key person to help them to feel settled and secure. Staff complete useful information when children first start, including an 'All About Me' document. This includes children's likes, dislikes and interests. The staff use this information to help the children to settle and to provide activities that they know the children are interested in.

Children have good opportunities to learn about the importance of a healthy lifestyle. They have a healthy breakfast and snacks provided, and are familiar with the routine to wash their hands before meals. Snack time is a very sociable occasion when children sit down to eat together. The staff sit with the children, helping them to learn good social skills and giving them the opportunity to share their school news. The children use the school grounds every day, playing in the fresh air with a range of equipment and taking part in group games. This helps their physical development and provides good opportunities to exercise their bodies.

The children enjoy their time at the club, learning new skills and games. They are keen to see their parents when they arrive, and show and tell them what they have been doing. These opportunities are used by the staff to share how their child has been and to pass on any messages from school. The staff give children constant praise and encouragement, which helps to build children's confidence. Children listen well to instructions and respond appropriately. They are familiar with the club rules. For example, they know not to run indoors and to move carefully on the steps as they walk to the canteen. The staff teach children to share and take turns by playing games and with gentle reminders. Consequently children are thoughtful and kind to each other as they play, and behave very well. The staff talk to the children about 'stranger danger' and keeping themselves and each other safe as they play.

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

Staff have a good knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. There are secure systems in place to monitor children's safe arrival and departure. Children are taken to and met from their classrooms, and are familiar with the routine. The staff wear high viz jackets so the children can clearly see them at the end of the school day. The children are registered on

arrival to the club and are signed out by parents on collection, so that it is clear who is in their care at all times. Children confidently choose where they want to play, either indoors or outside, and are supervised well at all times by the staff. Risk assessments are completed and regularly reviewed, and staff take appropriate action to provide a safe environment for children to play in. Fire drills are practised with the children, so they gain an understanding of the procedure to follow in the event of an emergency.

There is strong leadership from the manager; she values her staff and they work well as a team. Secure recruitment and induction procedures are in place to ensure that all staff are vetted and clear about their roles and responsibilities. The staff have regular supervision and appraisals. These opportunities are used to discuss any additional training needs. The staff are clear of the procedure to follow in the event of a child protection concern, in order to protect children's welfare. Comprehensive policies are in place. These include safeguarding children and whistle blowing. Staff also demonstrate a good understanding of the learning and development requirements, helping children to make good progress through their effective interaction and use of planning and monitoring systems.

Since registration staff have reviewed the service they are offering, to identify their strengths and areas for development. They have received positive feedback from parents, who have completed anonymous questionnaires. Parents spoken to on the day of the inspection spoke highly of the staff and how their children feel settled and enjoy attending the club. However, staff have not fully developed procedures for sharing information with the reception class teachers and all parents, with regard to the progress they see the children making, in order to provide a shared approach to children's learning and development.

### **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

<b>Unique reference number</b>	EY469619
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	935181
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	38
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Woodground Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01752 661445

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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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