

The Den @ St Mary's

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

Inspection date

10/04/2014

Previous inspection date

04/11/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 confident individuals who behave well and understand the rules of the club because of the effective support from the staff. As a result, children play cooperatively and kindly together, taking turns to share resources.
- Activities are planned considering children's interests and developmental needs, which means that they enjoy attending and are making good progress in their learning.
- There are good systems in place to safeguard the health and well-being of all children and they flourish within the effectively managed environment.
- There are strong partnerships with parents and other professionals, which ensures consistency and continuity of children's learning and care.

It is not yet outstanding because

- There are fewer opportunities in the outdoor area to promote all areas of learning, particularly with regard to mathematics and literacy.

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 held discussions with the manger and staff and spoke to children and parents.
- The inspector observed activities indoors and outside.
- The inspector held a joint observation with the manager.
- The inspector sampled relevant documentation, including the complaints procedure, children's contracts, learning records and a selection of policies and procedures.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

Inspector

Janice Hughes

Full report

Information about the setting

The Den @ St Mary's was registered in 2004 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 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 80 children attending, of whom 24 are in the early years age group. The setting supports children with special educational needs and/or disabilities.

The out of school club employs five members of childcare staff. Of these, most hold appropriate early years qualifications at level 3 and one at level 4. There are two staff, including the manager who hold Early Years Professional Status.

What the setting needs to do to improve further

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

- improve the quality of teaching and learning in the outdoor environment, all year round, particularly in mathematics and literacy, in order to support children's all-round development.

Inspection judgements

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

Children are enthusiastic and confident in this friendly, relaxed club. Staff meet children from school and accompany them into the club's room. On arrival, children quickly choose an activity to become involved in and sit talking to each other about events from home or their school day. They treat each other in a respectful manner and happily help each other with different tasks. For example, children ask their friend to help them to put some goals out when playing football and to play a board game. Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and understand that children learn through play. The club involves parents when their children start. They ask them about their child's interests, preferences and what they are capable of doing. This information, along with initial observations of children's play, helps form their starting points. As a result, staff can provide for the children's interests and build upon what they already know, as soon as they start at the club. Staff teach, observe and assess the children effectively and identify any next steps in their learning. This means they can provide activities that challenge and

complement their learning in school. Most of the children attend school throughout the day, therefore, the manager is aware that activities need to complement what they do there. Staff have good communication with the reception class teacher and regularly share what they know about the children and find out what topics they are covering. They also discuss each individual child to establish where they are doing well and those skills they may require further help with, such as using scissors or writing their name, so that simple targets are set. Information from parents also contributes to this process. Parents are involved in their children's learning and can talk to staff daily about the progress their children are making. The impact of this is that the club can assist effectively in children's learning and help them to make good progress. For example, staff help with reading or homework. Consequently, children are learning new skills to help them with their future education, for example, cooperative and independence skills. Children who have special educational needs and/or disabilities are supported well. Staff adapt the activities, so that they are included in activities and they are making good progress given their starting points.

Children enjoy investigating and exploring and initiate their own play, demonstrating they are keen learners. Staff motivate and enthuse the children and provide a broad selection of activities that inspire them to learn, for example, cooking, team games and den making. Staff teach and support the children effectively, fostering good communication and language skills. They enhance this area of learning by holding purposeful conversations and asking them questions that encourage them to think. As children decorate biscuits, they use tools to drizzle icing sugar and sprinkle 'fancy sugar pieces' on top of biscuits, demonstrating good coordination and fine handling skills. A good mix of child-initiated and planned activities is provided. Art and craft activities are planned regularly and children enjoy physical activities both indoors and outdoors and have plenty of space to freely move around. They enjoy daily opportunities to play games and become involved in playing football, basketball and using small equipment, such as bats and balls. However, staff do not always provide opportunities to teach or provide all areas of learning outside, to enhance children's all-round learning, especially in mathematics and literacy.

Children talk about what they enjoy and what they would like to do and this is fed into the planning. They particularly enjoy making things, drawing and playing outdoors. Staff then devise adult-led activities, such as making Easter bonnets. Here, children use their own ideas and have opportunities to enable them to use their creative and imaginative skills effectively by using a wide range of collage materials. Screams of laughter show enjoyment as a group of children play cooperatively with a game. This activity helps children to play well together, to recognise each other's capabilities and develop social skills for the future. Children learn about numbers as they play games, such as bingo and number games. They practise their gained writing skills in their play and have opportunities to read independently or listen to stories to aid their literacy skills. Children thoroughly enjoy their time at this inclusive out of school club. They comment that they can choose what they do and that they 'enjoy coming to the club'. The staff team are committed to providing children with good quality care and learning. Above all, children enjoy a broad variety of activities with their friends.

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

Children arrive in a bubbly manner and happily greet their friends and choose what they want to do. Staff are prepared for children's arrival and ready to help them settle. Each child has their own key person, whose role is to get to know them well, focus on their individual needs and liaise with their parents. Parents value this and appreciate how approachable staff are. Children form strong, secure attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interactions between staff and children ensures that all children form positive and trusting relationships. Staff show a genuine interest in what children do and have to say, which supports them as they develop confidence. Consequently, children are happy to engage in play and develop skills for future learning as they are relaxed and comfortable. Staff value children's achievements and boost their self-esteem with plenty of praise and encouragement, which helps support children's emotional well-being. Staff are good role models and show respect for children and each other. They use positive communication strategies, to help children to understand about acceptable behaviour. Children are reminded to say 'please' and 'thank you' at tea time, share and take turns. Consequently, children behave well and know what is expected of them.

Children are able to manage their own self-care and hygiene skills appropriate to their age because staff provide good guidance and allow them time to complete tasks. Staff effectively promote children's independence. For example, children pour their own drinks, help themselves to their snack and independently use the toilet. Snack and tea time are social occasions where all the children sit together with their friends and chat happily together. The club has high quality resources and there is plenty for children to choose from. However, less equipment is available outdoors to support all areas of learning for those children who prefer to be outdoors. This is because outside predominantly offers opportunities to support children's physical development. Staff have good procedures for when the children to start at the club. These include visits and completion of records. There are smooth moves from nursery and reception class. These include discussions with parents and introductory sessions. This enables staff to find out as much as they can about the child before they start, which in turn helps the move into the club to be as smooth as is possible.

Staff promote a good awareness of healthy lifestyles. They provide nutritious snacks and teas to raise children's understanding of healthy eating and talk about 'good' and 'bad' foods, to encourage them in making healthy choices. The children's menu is nutritional and balanced, catering for individual dietary requirements. Staff encourage children to play outside in the fresh air daily and provide opportunities for them to learn about the affects exercise has on their bodies. For example, they provide water constantly throughout the session, so that children do not become dehydrated and suggest they sit down and rest after a rigorous game of football. Staff remind children about staying safe when on outings. They carry out suitable risk assessments of the premises and put measures in place to help ensure the safety of the children. For example, staff record the children's names in the attendance record on collection from school and again on arrival at the group. A password system is in place and fully implemented. This ensures that children only leave with the correct adult, promoting their well-being. Children learn how to keep themselves safe while in the club. They receive gentle reminders about running

inside and how to use scissors and knives carefully. They participate in regular fire drills, which helps them to understand how to keep themselves safe in an emergency.

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

Safeguarding procedures are robust. All staff prioritise children's safety and have a good awareness of safeguarding issues. There are effective arrangements in place for meeting the safeguarding and welfare requirements. All staff have undertaken safeguarding training and demonstrate a good understanding of their responsibility in keeping children safe. Staff regularly update their knowledge of safeguarding through ongoing discussions. The safeguarding policy and procedure is updated by the manager and shared with staff, which includes the use of mobile telephones. All staff are fully vetted through suitable recruitment checks. This includes references, qualifications, health checks and Disclosure and Barring Service checks. In addition, a thorough induction procedure ensures all staff have a secure knowledge of their roles. Staff confirm their suitability to be working with children annually. Staff complete risk assessments and safety checks daily, which creates a safe environment for children to learn and explore. They follow established procedures to deal with emergencies and accidents, including the administration of medication. There is a range of policies in place, which helps support effective daily practice. These are available to parents. For example, the complaints policy is in place and parents receive a copy when they complete their child's contract. These contracts contain relevant information to safeguard children, which include who has parental responsibility for the child and emergency contact details for parents and/or carers, to ensure children's safety and well-being. Safe arrival and departure procedures are in place and include the accurate recording of hours of attendance in the register. The manager oversees all planning and assessment to ensure that the educational programme consistently meets the individual needs of all children.

Leadership is good and focused improvement plans are in place to secure continuous improvement. Staff performance is closely monitored by the manager through observations, regular staff supervisions, as well as yearly appraisals. This helps ensure staff understand their roles and responsibilities fully and supports their ongoing professional development. Consequently, children benefit from knowledgeable staff who care for them well and help them to make good progress in their learning. Staff attend training as part of their continuous professional development. For example, since the last inspection, staff have attended training on behaviour management. As a result, staff have new positive behaviour strategies. For instance, there are clear boundaries for the children to follow and a warning system is in place. Consequently, children behave well. The manager and staff work together to identify and meet agreed targets as part of their improvement plan. For example, the club has recently introduced a system for parents to be more involved in their children's learning and partake in developing their next steps. Meaning there is a two-way involvement of both parties to enhance children's learning. The manager and staff have worked extremely hard since the last inspection and completed all of their actions. This benefits the safety of all children.

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	EY283012
Local authority	Derby, City of
Inspection number	963196
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	04/11/2013
Telephone number	07793 275196

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

