

Dallas After School Club

DALLAS ROAD PRIMARY SCHOOL, High Street, Lancaster, LA1 1LD

Inspection date

Previous inspection date

23/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy in this welcoming and relaxed environment. They feel secure through close and trusting relationships and confidently seek support from the staff, who are friendly, helpful and caring.
- The staff provide a broad range of activities that are fun and interesting for children to take part in. As a result, children are motivated to learn and sustain interest.
- Children make suitable progress in their learning because the staff interact appropriately with them during their play. They support children well as they provide additional resources to develop and extend their learning.
- The play environments are well organised, fun and safe. They invite children to play and learn independently as they make many choices for themselves.

It is not yet good because

- Children's learning is not effectively complemented in order to shape the learning experiences that are provided for them to make the best possible progress.
- Self-evaluation is in its infancy. Therefore, it is not clear what the improvements for the future will be and the impact this will have upon the quality of care and learning for children.

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 had a tour of the after school club.
- The inspector held discussions with the manager, the staff and the children during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of inspection and from information included in the club's own parent questionnaires.
- The inspector observed children in the classroom.
- The inspector looked at a range of documentation, including the policies and procedures, children's learning files, a record of staff training, staff suitability checks and risk assessment records.

Inspector

Charlotte Bowe

Full report

Information about the setting

Dallas After School Club was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered under a private individual and operates from a classroom within the Dallas Road County Primary School in Lancaster. There is an enclosed outdoor play area for children to access. The club is open Monday to Friday from 3pm until 6pm, during term time only. There are currently 116 children on roll, four of whom are in the early years age range. They are all pupils from the school and attend for a variety of sessions. Children with special educational needs and/or disabilities are supported. The club employs five members of staff including the owner, who is the registered manager. Three staff hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children's learning is complemented, for example, by sharing information on what children can already do with class teachers, in order to shape their learning experiences more effectively.

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

- develop further the self-evaluation of the setting in order to identify the strengths and areas to improve, and clearly highlight what impact the future improvements will have on the quality of care and learning for children.

Inspection judgements

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

Children make satisfactory progress in their learning, given their starting points. Staff identify children's likes and dislikes as they fill in a 'This is me' sheet together when children start at the club. Regular observations of children are completed by the staff throughout their time at the club and they use this information to identify children's needs and interests. Assessments of children are regularly completed and support staff in beginning to identify the progress that children are making. However, information regarding where children are in their learning is not shared with the school and therefore it is not fully clear what children can already do. Consequently, children's learning is not fully complemented and their learning experiences are not effectively shaped in order for children to make the best possible progress.

The quality of teaching is reasonably good because the staff plan a range of interesting and fun activities for children to engage in which cover all seven areas of learning. For example, children develop their physical skills as they dress and undress the dolls. They develop their awareness of technology as they control the mouse and complete educational games on the computer. Children enjoy playing with marbles in paint and watch as they roll it from side to side. They talk about the marks that it has made and then manipulate it effectively to create a desired effect, sustaining interest for long periods of time. As a result, children are interested and motivated to learn. The staff support children as they play, engaging in meaningful conversation and supporting them to extend their play. For example, as children play in the den the staff help to extend their play by suggesting ideas and providing additional resources for them to use. This ensures that children are sufficiently challenged and make steady progress in their learning.

Children with special educational needs and/or disabilities are well supported within the club because the staff communicate effectively with their class teachers to ensure that they are fully aware of their individual needs. The staff encourage all children to learn about the diverse needs and cultures of others through playing with a range of resources within their immediate play environments. This ensures that children have a suitable awareness of difference and diversity.

Partnerships with parents are well established within the club because the staff communicate effectively with them on a daily basis. A three-way diary book is shared between the setting, school and with parents to ensure that children's individual care needs are well met. Parents are encouraged to look at children's record files whenever they wish and regular newsletters inform them of what children have been learning at the club. This all ensures that a shared approach to children's learning is established.

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

Children are extremely happy in this welcoming and relaxed environment. They feel secure because the staff develop close and trusting relationships with them through an effective key person system. They know their children well because they work together with the family to ensure that their individual needs are effectively met. Good routines ensure that children's emotional well-being is fostered. For example, younger children are collected from their classrooms after school by a member of staff and taken to the central meeting point where the older children await them to walk to the club. As a result, children feel safe and are well supported in their transition by friendly and caring staff.

A well-organised, fun and safe environment invites children to play and learn. A good range of resources are available for children to access, which supports their all-round development. Children are independent in their learning because the staff encourage them to make choices for themselves. For example, children choose whether to play inside or outside because their secure outdoor learning environment is freely accessible from the classroom. They independently select and clear away activities and confidently seek support from the helpful and caring staff who are always on hand to support them when needed. As a result, children are independent and motivated learners.

Children know what is acceptable behaviour because the staff are very good role models. They sensitively talk activities through and support children's understanding of rules as they play. For example, during a game of 'snap' the staff skilfully intervene to explain the rules of the game when children are unsure. This ensures that children play cooperatively together. The staff encourage children to share and take turns as they play. For example, when children play on the computers they are limited to 20 minutes so that all children can have a go. The staff notify the children when this time is coming to an end and they respond appropriately by swapping with another child. As a result, children demonstrate positive behaviour within the club and clearly know the rules and boundaries.

Children benefit from regular fresh air as they access their immediate outdoor play area. They have many opportunities for physical exercise as they play football together or freely run around in the open spaces. Children develop good healthy eating practices because the staff provide them with a range of fresh fruit and cereals for snack. They learn about the importance of hand washing before they eat their food because the staff explain the reasons why they need to do this. Children learn to keep themselves safe as they regularly practise the evacuation procedure. In addition, the staff teach them about internet safety to ensure that they are aware of the dangers. As a result, children adopt healthy lifestyles and learn how to keep themselves safe from harm.

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

The staff have a sound understanding of their responsibilities for safeguarding children and know the procedure to follow should they have a child protection concern. Written risk assessments are in place and are regularly reviewed. Daily checks ensure that the environment is safe for children, and detailed policies and procedures are effectively implemented by all staff. Robust recruitment procedures ensure that all staff are suitable for their role. As a result, children are kept safe from harm.

The manager demonstrates a suitable knowledge of the learning and development requirements of the Early Years Foundation Stage and implements this within the club through a range of fun and interesting activities for children to take part in. The quality of teaching is generally good because the staff have a secure understanding of how children learn. They aspire to develop their knowledge and skills and regularly attend training events in order to support them within their roles. The staff receive a thorough induction and regular appraisals. This ensures that their performance is monitored effectively so that plans for further continuous professional development can be supported. Evaluations of the club are in their infancy. The staff seek some information from parents through the use of questionnaires to identify what improvements they would like to see. In addition, they talk to children about their likes and dislikes. However, the staff have not fully identified the strengths and areas for improvement and there are no focused improvement plans in place detailing the impact that this will have upon the quality of care and learning for children. Therefore, self-evaluation is not yet fully embedded within the club.

Partnerships with parents are well established because the staff have developed effective relationships with them through daily communication. Parents report that they are happy

with the club and feel that their children are well cared for in a friendly and relaxed environment where staff are very approachable. The staff ensure that parents are kept well informed of what is happening in the club through regular newsletters and written comments in children's diary books. As a result, a shared approach to children's learning is established.

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	EY468709
Local authority	Lancashire
Inspection number	940175
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	116
Name of provider	Jeannette Marie Horn
Date of previous inspection	not applicable
Telephone number	07943942090

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

