

The Den

St. Lukes Catholic Primary School, The Willows, FRODSHAM, WA6 7QP

Inspection date	22/04/2014
Previous inspection date	15/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 happy and settled in their environment and respect others. They are content, display a sense of belonging and have positive relationships with staff and their peers.
- Staff are very friendly and welcoming. This means children and parents feel at home in the club and good relationships are forged between children, parents and staff. This ensures children's needs and emotional well-being are supported well.
- Children's behaviour is very good. This is because staff are good role models and they develop respectful relationships with children.
- Safeguarding of children is good because staff know the procedures to follow and a policy is in place, which is reviewed and updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access to the setting.

It is not yet outstanding because

- There is scope to further improve the monitoring of planning that staff carry out, to ensure it is always sufficiently precise and consistent, to show that children will remain challenged and interested in their activities at all times.
- There is scope to extend the use of children's home languages in the daily practice at the setting so that all languages used by children are given the very highest priority as they develop their good communication and language skills.

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 (and accompanying inspector) observed activities in the main play room and outdoor play area and spoke to children and staff.
- The inspector held discussions with the manager and with the owner of the provision about the management of the out of school club.
- The inspector looked at children's records, planning documentation, evidence of suitability of practitioners working in the provision, and a range of other documentation.

Inspector

Ron Goldsmith

Full report

Information about the setting

The Den is one of three out of school clubs owned and managed by the private provider. It was registered in 2007 and operates from the main school hall and designated classrooms within St. Luke's Catholic Primary School in Frodsham, Cheshire. There is a secure outdoor play area. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open each weekday during term time from 7.30am to 9am and 3pm to 6pm and from 7.30am to 6pm during school holidays. There are currently 150 children on roll, 16 of whom are in the early years age group. Children come from the local and surrounding areas of Frodsham. The club supports children who speak English as an additional language. A total of three staff work with the children. Of these, all have level 3 early years qualifications.

What the setting needs to do to improve further

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

- strengthen the monitoring of tracking and planning so that it is consistent and thorough, to show that activities continually challenge and interest children
- extend the use of children's home languages within the setting, to further support children's communication and language skills.

Inspection judgements

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

Children are calm, confident and happy in this well organised out of school club. It provides a relaxed atmosphere, where children have a sense of belonging and interact positively with each other and with adults. Staff find out all about the children to ensure that they provide a service that meets their individual needs. They gather information from parents and the school about what the child can do and what they are interested in. This helps staff to establish children's starting points, and capabilities. Staff are aware that activities need to complement children's learning experiences in school and at home. There is some discussion with the reception class teacher and pre-school setting on site who provide information about what the children have achieved in school or pre-school. Much of this is informal, but staff are in the process of implementing more effective methods of exchanging information to fully complement children's future learning. For example, in partnership the reception class teacher and parents, they have identified that developing children's confidence is an important next step. As a result, they have put in place strategies to help individual children develop greater confidence. A good mix of child-initiated and planned activities are provided. The setting offers an inclusive and welcoming environment. However, there is scope to provide more opportunities to support

the home languages of children for whom English is an additional language. Planning is used which clearly links to the Early Years Foundation Stage. This incorporates the wishes of the children when planning the continuous provision using an ideas box. This gives children the opportunity to contribute comments about what they like doing best and what they might like to do in the future. However, there is a little inconsistency in the monitoring of planning that staff carry out to ensure all children remain challenged and interested in their activities at all times.

Staff are well aware of how to meet the individual needs of the early years children and plan activities to enhance their play. Consequently, the club assists effectively in supporting children's learning. For example, staff develop children's personal and social skills well through cooperative activities which encourage children in different age groups to work together. Children are very confident and eagerly choose the activities and toys that interest them most. They are able to help themselves to a good range of resources including; craft materials, building blocks, train tracks to build small railways, and computer games, which all help children to explore and experiment in their learning. They build dens indoors and have lots of meaningful conversations with each other and with staff to help develop their communication and language skills. They develop narrative and story to add enjoyment to the endless fun they have with the things they choose to play with, or they simply enjoy resting and talking to each other. These activities and games all help the children to be active, independent learners, as they play together, sharing equipment and ideas and waiting their turn.

Staff promote, support and extend children's learning well. For example, staff help children in the craft area to cut, shape, and glue and they provide materials for children to decorate small Easter eggs which children say they will take home with them. Staff are at hand to add ideas and to ensure children overcome any barriers they encounter. Children persevere for long periods, concentrating on what they do and applying imaginative solutions to problems they encounter. The setting is committed to providing children with good quality care and learning and children are having fun as they participate in a range of exciting activities with their friends during the school holiday. Staff fully understand the need for positive partnerships with staff in other settings which provide the Early Years Foundation Stage, to effectively promote continuity of care and learning.

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

Children in this setting are happy, confident and enjoy their time. They have strong relationships with staff who effectively support their emotional well-being. There are good links with the host school and daily communication takes place around children's behaviour, general information and work they are engaged in. Consequently, the club are able to share information with parents on an ongoing basis. Staff know the children well which helps them to support children appropriately. Routines support children's development, for example, breakfast time is a social occasion where children can sit together and talk about what they have been doing in the holidays. Children's independence skills are promoted and they have opportunities to do things for themselves. For example, children help to help tidy away after breakfast and they volunteer for a

variety of jobs, including taking some play equipment outdoors.

Children form strong relationships with their peers and share learning experiences throughout the session. For example, as they build junk models from cardboard and scraps of material they share ideas about how best to get the required results. Staff have high expectations for children's behaviour, as a result, children are well behaved and have excellent manners, saying please and thank you and excuse me. Staff explain to children why they should use chairs properly and not run indoors; they help children to understand the consequences of their actions and how to keep themselves safe by taking steps to avoid risks.

Children demonstrate high levels of confidence and self-esteem as they move freely around the setting, cooperate with peers and are keen to share their activities with staff and other adults. They are learning to negotiate and cooperate and to share and take turns in their play. Staff offer children reassuring support if they hurt themselves or upset others and this helps children to feel comforted and supported. Staff encourage children to share and take turns. In this way, children develop a good understanding of how to be kind, thoughtful and considerate. Praise and encouragement from staff ensure children develop high levels of self-esteem. Children make good use of the outdoor on a daily basis; they enjoy the fresh air and have access to a good range of resources.

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

Leadership and management of the provision are effective and the setting provides a well organised and welcoming service. One member of staff takes lead responsibility for safeguarding children. She has completed training to support her in this role and all staff are aware of the procedure to follow if they have concerns about a child. Clear and appropriate procedures are in place to respond to concerns about any child's well-being. Robust recruitment procedures help to ensure that children receive care from fully checked and suitably qualified staff. Ongoing risk assessments and daily safety checks take place to identify and minimise hazards within the provision. Effective partnership working with other professionals and practitioners within the school helps the setting to provide care which is coordinated and cohesive.

Staff monitor the progress children are making and they are able to identify any gaps in their development. Individual learning records for younger children are shared with parents and are reviewed on a regular basis. The setting works with the on-site pre-school and reception class to help them to identify any emerging concerns and to identify successful strategies to complement what children do in their time at school. Staff maintain clear records of observations undertaken on each child, which are linked to the areas of learning and include details of the next steps in learning planned for them. Educational programmes ensure that children have opportunities to progress towards the early learning goals. Effective observation and assessment ensures that the need for any extra support is identified quickly if required. Staff fully recognise their responsibility to promote children's learning and development and do this effectively. Regular team meetings, one-to-one meetings and annual appraisals are in place to monitor and support

staff and to promote consistency.

Staff work very well together and are motivated and interested in listening to the views of children and parents. This creates a happy and harmonious environment where children make independent choices. Self-evaluation helps to identify the strengths of the provision, as well as areas for future development. The management and staff team demonstrate a strong commitment to improving their service to improve outcomes for children. Parents express satisfaction with the care their children receive in written comments and testimonials; they praise the caring support of staff and feel that their children are progressing well.

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	EY360482
Local authority	Cheshire West and Chester
Inspection number	878438
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	150
Name of provider	Daniel Bryan Sivills
Date of previous inspection	15/03/2010
Telephone number	07809 644086

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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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