

# Great Dunmow Out Of School Club

DUNMOW ST MARYS PRIMARY SCHOOL, High Stile, Dunmow, CM6 1EB

<b>Inspection date</b>	08/05/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		3
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 active learners and choose what they want to do and persevere at their chosen task. The wide range of stimulating and fun toys and resources keeps them engaged in worthwhile and meaningful activities, a result their creativity and imagination is well promoted.
- Children develop independence and the confidence to take part in a wide range of activities, indoors and outside. They get on well with one another as they understand how to behave well and have regard for others.
- The provider has high aspirations for the club's future development and understands how reflective practice and a strong staff team can bring about improvements.

### It is not yet good because

- Not all staff are clear on how the key person system should be applied, in order to ensure that every child's care is tailored to meet their individual needs and not all parents are aware if their child has been assigned a key person.
- Procedures to share information on children's progress and their achievements with parents are not fully embedded.

## 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 interacted with children in the playrooms and in the hall while they had tea.
- The inspector held discussions with the provider and the manager and carried out a joint observation with the provider.
- The inspector viewed a sample of documentation including evidence of staff suitability, some policies and children's development profiles.
- The inspector took account of the views of parents spoken to during the inspection.

## Inspector

Sarah Williams

## Full report

### Information about the setting

Great Dunmow Out of School Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom within the St Mary's Primary School in Great Dunmow, Essex and is managed by a private company. The out of school club serves the local area and is accessible to all children. It operates from one classroom and other areas within the school and there is an enclosed area available for outdoor play. The out of school club employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The provider holds qualified teacher status. The out of school club opens Monday to Friday during term time only. Sessions are from 7.45am to 8.45am and from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 74 children on roll.

### What the setting needs to do to improve further

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

- ensure that key person arrangements are fully embedded and that every parent knows that their child has an assigned key person, who will provide continuity and consistency of care and engage and support parents in guiding their child's development at home.

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

- strengthen the procedures to share information with parents on their children's progress and achievements.

## Inspection judgements

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

Staff are friendly and approachable and interact well with all children as they play. Staff display a genuine interest in the children and enthusiastically invite them to join in activities and engage in friendly conversations. This helps children to consolidate their communication skills and develops their sense of belonging. Staff provide a play-based learning environment, which supports children to learn through play and promote all areas of development. Children choose what they want to do and play with and show very good perseverance at their chosen tasks. For example, children take the boxes of small world play figures and engage in a complex game, which lasts until they are called for tea. The range of equipment includes craft materials, paper and paint, collage materials and recyclables so that children can express their ideas and create models and cards, paintings and pictures. A group project involving a castle, with flags, flaming torches and

battlements takes pride of place. This activity resulted from the primary school's recent celebration of St George's day. Children excitedly plan a puppet show and with support from staff they create the theatre, puppets, script and make tickets for the audience. This again follows a school topic about Victorian seaside. Children are exceptionally cooperative and thoughtful towards one another. One older boy says he loves spending time with 'the receptions'. Children enjoy physical play and develop skills of working as a group, as they agree the rules for their games, such as dodgeball, played in the hall when the weather does not permit outside play.

The quality of teaching is good. Staff are skilled at teaching and extending children's critical thinking skills through the use of open questions, so they become confident and independent learners. For example, staff provide open-ended resources for children to create models and incorporate children's ideas and themes whenever possible. Children who wish to complete homework or read to staff have a dedicated quiet space they can do so, and the favourable staff to child ratio ensures that staff are on hand to support children. Staff make some written observations to support children in the early years age range. They observe the children and note any achievements and progress in a learning journal. In addition to this, they find out things children are interested in by talking to them directly and plan and provide additional resources to extend their learning.

Partnerships with parents are valued and all parents have a chance to chat to staff at the end of sessions, however, to date, parents have not been actively involved in suggesting ideas or contributing their comments to the children's development profiles or supported in guiding their child's development at home. The result is that the sharing of information about children's learning is variable as it relies on informal discussions. Staff do speak to the teachers in the primary school when they collect the youngest children and the provider has devised a form, which she intends to give to teachers, asking for information about what children are learning in class, so that this can be extended and supported in the club.

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

A key person system is not yet fully embedded to provide continuity and consistency of care for the children. This is a breach of the Early Years Foundation Stage safeguarding and welfare requirements. As a result, children's welfare is potentially compromised as parents do not have a specific point of contact and there is no member of staff with the overall responsibility for checking that the care needs of the youngest children are fully met. The provider is aware that she needs to strengthen staff's understanding of how to implement a key person system but has not so far prioritised this since she took over ownership of the club. Staff take steps to ensure that children who are new to the club or transferring from other settings are made to feel welcome and understand the routines, promoting their emotional well-being. Staff gather information from parents about the children's interests and dislikes. This enables them to have a good understanding of children's individual needs. Children are very happy and display confidence in talking and playing with all staff and other children because they know their ideas are listened to and valued. Children are effectively encouraged to develop habits and behaviour appropriate to good learners, their own needs and those of others. When children need help to stay on

track and follow the 'rules', they are encouraged to use a star chart system, which rewards good behaviour. All children receive stickers for positive behaviour or when they have done something special or extra kind and thoughtful. This encourages a sense of belonging and good self-esteem.

Children develop a good understanding of how to stay safe. For example, they use safety clothing, such as high visibility jackets, when being collected from school to keep them visible to other road users. Children are well supervised when outside, as staff are effectively deployed to ensure that children are within sight and/or sound at all times. Fire drills are practised regularly and on different days so that all children know what to do in the event of an emergency evacuation. On fine days, children have use of the school grounds and enjoy free play with a range of equipment, as well as nature walks to collect bugs and things to use in art and craft work. Meals provided are hearty, healthy and well balanced to give children the energy and nutrition they need. For example, at tea time they can choose from a selection of ham, cheese, spreads and cut up fruit and vegetables to enjoy with a muffin, toast or wrap. All food is presented very hygienically and appealingly. Staff also adapt the menu to accommodate the children's individual likes and dislikes and any allergies or specific dietary needs. Children, therefore, develop a good understanding of healthy eating. They take turns to help prepare and serve the food on a rota basis, so everyone gets the chance to help and feel included.

Transitions between the out of school club and the school where the children attend for the main part of the day are managed appropriately. The learning environment is effective in helping the younger children progress towards the early learning goals and complements their school learning. Staff provide a very child-friendly and welcoming environment, organising space and resources well in all areas to meet children's needs, promote play, independence and decision-making skills. For example, in addition to activities set out in advance, children confidently approach staff to access additional resources or activities and create their own play scenarios and complex games.

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

Arrangements for safeguarding children are effective. The provider demonstrates, through discussion, a good knowledge of the procedures to follow when any concerns are identified. The manager has completed basic child protection training and is in line to attend a higher level course to enable her to take a lead role in ensuring that all staff are fully secure and able to take responsibility for acting on concerns. Staff conduct and review regular risk assessments and daily checks and appropriate action is taken when necessary. For example, staff are vigilant in ensuring the outside gate is padlocked at all times and that all visitors sign in and out of the setting. The provider has a robust recruitment and vetting procedure in place when appointing staff, to ensure their suitability to be in contact with children and to carry out their roles and responsibilities effectively. Staff deployment is good. Children are within sight and hearing of them at all times, including when using different parts of the premises and the outside area. This keeps children safe and secure.

The provider uses effective systems to evaluate the provision to help to inform the club's priorities and drive improvement. In addition, there are effective systems to monitor the quality of teaching and staff practice. A recent focus has been on team building and embedding the policies and procedures of the club. Appraisals for staff are carried out to effectively identify training needs and secure opportunities for professional development. This effectively supports and helps drive improvement within the club to benefit the children. The provider implements regular supervision opportunities for staff to discuss any issues concerning children's development or well-being. Additionally, staff can approach the manager or provider at any time and there are regular staff meetings to discuss any issues around the children cared for and to forward plan activities. This in turn, helps to ensure that staff support children's individual needs and provide a stimulating programme of activities and learning opportunities.

The partnership with parents is generally strong and effective and meets the majority of children's needs well. Daily informal discussions are held when parents come to collect children, however, for the small number of children attending who fall within the early years age range, a key person system is not yet securely embedded. Not all staff are clear on how the key person system should be applied and parents spoken to were not aware of whether or not their child had been assigned a key person. Staff make a point of speaking to children's teachers, at the primary school, every day to ensure that any information that needs to be passed to parents is known. Parents' opinions and views are valued and are used to inform any changes and improvements, which will benefit 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

<b>Unique reference number</b>	EY472759
<b>Local authority</b>	Essex
<b>Inspection number</b>	946142
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Amy Louise Savill
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07800593118

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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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