

# Dovedale Out of Hours Kids' Club

Dovedale Infant School, Herondale Road, Liverpool, Merseyside, L18 1JX

<b>Inspection date</b>	03/04/2014
Previous inspection date	30/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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

- All practitioners have a good knowledge and understanding of how children learn. This means that children make good progress in this welcoming environment and are well-prepared for school.
- Practitioners are good role models and respond sensitively to children's emotional needs. This ensures that children's behaviour is good throughout and they play happily with their peers.
- Very good partnerships with parents and the school, ensures good continuity and consistency for children's learning and development needs.
- Very good safeguarding policies and procedures are fully understood and implemented by all practitioners. Consequently, children are well-protected and kept safe from harm.

### It is not yet outstanding because

- There is scope to enhance the outdoor play area for the youngest children, through the use of more natural resources to provide further support for learning opportunities outdoors for the youngest children.
- Opportunities for children to extend their patterns of movement, such as climbing, are not always maximised.

## 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 checked all relevant documentation and scrutinised policies and procedures and record keeping by the manager and all practitioners.
- The inspector looked at children's learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of practitioners' suitability to work with children, the provider's self-evaluation form and the development and action plans in place to secure improvement.
- The inspector spoke with the provider, nursery manager, individual practitioners and parents at appropriate times throughout the inspection.

## Inspector

Lynnette Kobus

## Full report

### Information about the setting

Dovedale Out of Hours Kids' Club is one of six out of school settings run by the company. It opened in 2001 and operates from rooms within Dovedale Infant and Dovedale Junior School. The school is situated in a residential area of Mossley Hill in south Liverpool. The setting serves the pupils of the host schools. The setting is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 80 children between the ages of four and eight years may attend the out of school club at any one time. The club offers to care for to children up to 11 years of age. The out of school club is open each weekday, from 8am to 9am and from 3.15pm to 5.45pm. All children share access to an outdoor play area. There are currently 113 children aged from four to under 12 years on roll; of these 67 are aged under eight years and of these 19 are in the Early Years Foundation Stage. The setting supports children who have special educational needs and/or disabilities. The setting employs 11 part-time, permanent practitioners and one full-time permanent practitioner. Six of the practitioners hold appropriate childcare qualifications, with two holding a level 2 and four holding a level 3. This includes the manager who is qualified at level 3. The setting employs a quality training manager, who holds an appropriate qualification at level 6. The setting is part of the 4Children quality scheme.

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

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

- enhance the outdoor play area for the youngest children, through the use of more natural resources, to further extend learning opportunities outdoors
- create even more choice and challenge for children's physical experiences by, for example, providing slopes and soft play materials to support different ways of moving, such as climbing.

### Inspection judgements

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

Children arrive at the after school club with eagerness and enthusiasm. They enjoy themselves and have fun playing in a warm, welcoming learning environment. This is because practitioners have a secure knowledge of how children learn and ensure that the range of activities provided link closely to children's interests. In addition to this, practitioners gather information from discussions with parents, school and children on entry to the setting and make effective use of these discussions and their observations, to identify children's next steps in all areas of learning. Animated conversation between practitioners and children throughout the session successfully enhances their language

development, which means that children are confident to share their views and talk about the activities they enjoy. Children develop expressive language skills as they sit together and enjoy their snack. They talk with their friends and practitioners about activities they have enjoyed at school and about significant events in their lives, for example, recent birthday celebrations. Practitioners spend time with the youngest children, building their confidence. They interact effectively with children, extending their learning. For example, practitioners promote children's mathematical understanding when playing a board game as they encourage children to count the number of squares they must move their counter and join in the 'busy bee race' game using information and communication technology equipment. Younger children enjoy exploring different toys and playing with older children to improve their social skills. There is a good balance of adult-led and child-initiated play and children have access to a range of resources and equipment in the learning environment. However, there is scope to create even more choice and challenge for children's physical experiences by, for example, providing slopes and soft play materials to support different ways of moving, such as climbing.

Children interact positively and confidently with practitioners and the prime areas of learning are well covered for the Early Years Foundation Stage children. Children's communication and language skills are promoted well, as practitioners use every opportunity to maximise interactions. For example, practitioners show how they talk to children while they play, ask them questions and show them what to do during activities. An example of this was observed during outdoor play activities, when practitioners joined in play with children, such as 'musical statues' circle games and number games. Indoors practitioners were observed interacting with children as they engaged in small play activities, using their favourite toys from home. Furthermore, practitioners shared favourite stories with children in a 'cosy, quiet' area of the playroom. These activities involved all children and practitioners differentiated language used, appropriate to each child's stage of development. However, there is scope to enhance the outdoor play area for the youngest children through the use of more natural resources, to provide further support and learning opportunities outdoors for the youngest children.

Children are confident and feel safe in the setting because the practitioners are nurturing and understand young children's needs very well. Practitioners work closely with parents, schools and external agencies to ensure that all children's learning and development needs are met. For example, the setting ensures that children with special educational needs and/or disabilities have the appropriate resources, space and practitioners skills necessary to meet their needs. The setting has a very good partnership with the school and an example of this is when children from the setting attend a weekly assembly at the school to receive the 'Golden Ticket Award', which is a shared behaviour management strategy used by the school and the out of school club. This close partnership with the school means that children are very well-prepared for school and their next stage in learning.

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

Practitioners demonstrate how they provide a caring environment and children form secure attachments with their key person. Therefore, children are confident to talk to them about what they are doing at school. Parents comment that their children are 'so happy here that they don't want to come home.' This demonstrates that children feel safe and secure in the after school club. Practitioners act as good role models and work well as team to ensure children's safety and well-being is promoted at all times. For example, practitioners offer children gentle reminders as they play, reminding children to take turns and to be kind to one another.

Practitioners help to prepare young children for school, through very good partnerships with the school, parents and practitioners knowledge of how young children learn and each child has an individual learning file, with children's current progress and interests. Furthermore, children have their own lockers in the setting, with individual letters from school and homework, which children are responsible for. Therefore, children are learning to be independent and to take responsibility for their personal belongings. Parents, practitioners and school staff contribute towards children's learning through effective information systems, which ensures consistency and continuity for children.

Children's behaviour is good. This is because practitioners provide clear and consistent boundaries, so that children can play feeling safe and secure. Consequently, children take turns and share resources with one another. Children and practitioners sit as a group and enjoy the experience of eating their food together as they discuss their day and current interests. Practitioners provide very healthy snacks and drinks for children and discussed the benefits of eating healthy foods. Consequently, children talked about the healthy foods that they enjoy and are very well-prepared to make healthy choices with food. On the day of the inspection, children were designing and making their own pizzas based upon a range of healthy food ingredients. Children were given choices of a wide range of healthy ingredients and were encouraged by the practitioners to talk about the health benefits of the food that they were eating. For example, children were heard explaining that 'the tomatoes and cheese on their pizzas were healthier than eating sweets because too many sweets are bad for your teeth.' This is because practitioners give consistent messages about the benefits of eating healthy foods.

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

Following a recent visit by Ofsted, in response to concerns raised, the provider was issued with actions by Ofsted to update safeguarding policies, procedures and training for staff. The provider has thoroughly implemented the actions set by Ofsted, ensuring that the policies and procedures have been updated and that all practitioners have received relevant training. Practitioners demonstrate a robust understanding of safeguarding, including notifications which must be made to Ofsted and how to identify signs of possible abuse and neglect. Children's welfare is safeguarded well by comprehensive policies and

procedures that are clearly understood and implemented by practitioners. For example, processes for recruiting, vetting and inducting new practitioners are rigorous and effective in ensuring that practitioners are suitable to work with children. Therefore, children's safety and well-being are now fully assured.

Parents are well-informed about the clubs policies and procedures and exchange information with their child's key person each day. Parents hold the club in high regard and appreciate that management seek their views. They are impressed by the way that practitioners successfully complement children's day through play based activities while on school premises. They are delighted that their children are so keen to attend, even if sometimes this means that children do not want to go home. Overall, this is a strong and effective provision that provides a valuable service to working parents and a safe and fun environment for children. The team demonstrates a strong capacity to sustain ongoing improvement.

Leadership and management is very good because the management team demonstrate a strong commitment to improving the out of school club. The manager and practitioners are enthusiastic and nurturing, which benefits all children in their care. They understand their responsibility to meet the learning and development requirements by providing good care and a range of activities that complement children's school day. The manager works alongside her practitioners, gaining knowledge of what is working well and identifies areas for improvement. As a result, a good balance of adult-led and child-initiated activities is provided. The provider, manager and quality training manager, monitor the provision as a team during regular meetings and ensure that training needs are met, this means that the skills of the practitioners match children's needs. Relationships with parents are very good and effectively maintained because practitioners understand the importance of supporting children's care and education and seek specialist support when required. Parents spoke to on the day were very happy with the setting, describing the practitioners as 'fantastic and very welcoming' and that their children 'love coming to the setting' and 'see it as a home from home.'

### **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>	503961
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	956520
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	80
<b>Number of children on roll</b>	113
<b>Name of provider</b>	Out of Hours Kids Club Ltd
<b>Date of previous inspection</b>	30/03/2010
<b>Telephone number</b>	07960416559

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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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