

Allestree Out of School and Holiday Club

St. Benedict School & Sixth Form Centre, Duffield Road, DERBY, DE22 1JD

Inspection date	04/08/2014
Previous inspection date	16/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 engage enthusiastically in an extensive range of activities and experiences, which are well planned to incorporate their interests and development needs.
- Children benefit from positive interactions with staff who skilfully challenge and extend their thinking to build on what they already know and can do.
- Children develop warm relationships with staff and each other, which means that they are emotionally well supported during their time at the club.
- Partnerships with parents are strong. Good information is effectively shared, meaning that children's emerging needs are well met.
- Robust policies and procedures to safeguard children are fully implemented by staff. This means that the welfare of the children is well promoted at the club.

It is not yet outstanding because

- Children are not always able to choose for themselves where they would like to play, which means that they are not always able to further their learning and interests in a way that suits them best.

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 observed the children as they played in the indoor and outdoor areas of the club.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector carried out a joint observation and held meetings with the club manager.
- The inspector viewed a sample of documentation, including the policies and procedures of the setting and evidence of staffs' qualifications and suitability checks.

Inspector

Elaine Tomlinson

Full report

Information about the setting

Allestree Out of School and Holiday Club was registered in 2006 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in St. Benedict School & Sixth Form Centre, in Derby and is privately owned. The club serves the local area and is accessible to all children. It operates from the main school hall, gym, kitchen and classroom and there is an enclosed area available for outdoor play. The club employs 16 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including one with Early Years Professional Status. The nursery opens Monday to Friday during school holidays. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 252 children on roll, of whom 58 are in the early years age group.

What the setting needs to do to improve further

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

- provide further opportunities for children to pursue their own learning and interests, for example, by allowing them to make choices for themselves about whether to play indoors or outside.

Inspection judgements

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

Children are provided with an extensive range of activities and experiences, which have been thoughtfully planned and arranged to consider the interests and developmental needs of the children. Subsequently, children arrive enthusiastically at the club and are excited to explore the spacious, vibrant and welcoming learning environment. Children are well supported to develop their own play and learning through a good mix of child-led and adult-initiated play. As a result, children are independent and confident learners. Staff are competent teachers. They effectively play alongside the children guiding them by asking questions to encourage thinking and making suggestions to challenge and develop their play. Likewise, staff are skilled at stepping back and enabling children to discover and explore for themselves. Therefore, children are supported effectively to build on the skills that they already have in preparation for their next stage of learning. Staff respond to children's individual needs and adapt activities with success to ensure that all children make the most of the resources. For example, older children weigh ingredients by themselves whilst staff support the younger children to count spoonfuls of flour. Consequently, children are well supported to build on what they already know and can do and therefore, subsequently, make good progress.

Children at the club are confident communicators, sharing their thoughts and ideas readily with staff and their peers. Staff model good examples of language and introduce new

words for children as they explain what a crater is. The children enthusiastically participate in craft activities and enjoy exploring and discovering different paint effects, such as printing and mixing. Children express themselves freely choosing from an assortment of creative materials, including scissors and glue and show their delight as they make pictures. Children enjoy dressing up and use their imagination as they participate in a variety of role-play activities, including the hairdresser's and vet's. Writing materials are readily available throughout the club and children's emerging writing skills are well promoted. Staff encourage children to write their names independently and fill forms in at the role-play bank. In addition, a range of fiction and non-fiction books are arranged effectively in a cosy area and children sit in small groups to share their favourite stories. This means that children are well supported to develop good literacy skills. Staff effectively support mathematical development through baking activities. Children are encouraged to weigh out ingredients by themselves and discuss concepts, such as more or less. They work together in small groups to solve problems as they build towers. As a result, children's mathematical skills are progressing well. The outdoor area is arranged effectively to promote children's all round development. Children go on nature walks and learn about the world around them while they look for insects and plants. Staff ensure that there are numerous opportunities to promote children's physical development. For example, older children organise games including football and tennis for themselves and younger children play alongside staff on the road track. They skilfully hold bats as they negotiate how to hit the ball and ride scooters and bikes through obstacles with confidence. The day is organised so that children generally have a reasonable amount of time outdoors. However, children do not have the opportunity to choose for themselves when they would like to play outside, so they are not always able to pursue their own learning and ideas in an environment that suits them best.

Staff conduct regular observation and assessments of children's abilities, which means that they have a good understanding of what the children already know and can do. The key-person system helps to ensure that children's needs are well met. Staff take the time to build partnerships with parents to allow the exchange of useful information when children first start at the club. A basic enrolment form and 'all about me' forms are completed by parents and children. This information exchange helps to ensure that parents are kept thoroughly informed and supports children's individual needs during their time at the club. Staff also ensure that they are available on a daily basis to allow parents to share ongoing information about their children. Each child's key person makes good use of these details, alongside their own observations and assessments of the children so that individual development is planned for. This helps to ensure that learning is effective and means that children are well supported to make good progress. Planning is done flexibly to allow for emerging needs and ideas to be catered for. Children are highly involved in this process participating in regular idea-sharing sessions. As a result, children are well motivated to engage in activities.

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

The club has a warm and cheerful atmosphere. Children are confident, happy and comfortable in their surroundings. Their personal, social and emotional skills develop, as

they play happily together and form strong friendships across all age groups. This helps to support their emotional well-being as they move through school. In addition, children develop close bonds with the staff who are open, friendly and caring. Children express their thoughts about the club by stating that, 'It's fun' and 'I love making new friends'. Effective settling-in procedures mean that staff have time to foster close bonds and share meaningful information with children and their parents when they first start. This helps to ensure that the children settle well because any likes, dislikes and needs have been identified through this process, therefore are catered for during their initial sessions. Children at the club can choose to become 'buddies' to help to support new or younger children as they settle into the routine. This helps them to build confidence and develop a sense of responsibility. Children feel valued through their contributions to planning and staff listen perceptively to requests and respond appropriately to their needs. As a result, children feel secure in the setting. Furthermore, staff are effective role models. They show respect for the children and each other. Therefore, the children learn to respect and tolerate each other's differences. Behaviour management strategies are comprehensive and consistently applied. Staff constantly praise the children's achievements, which helps them to build confidence and develop good levels of self-esteem.

The spacious and well-organised environment is well laid out with child-accessible resources, which means that children are able to explore the environment effectively. Children's safety is a priority at the club and all reasonable steps are taken to ensure that other users of the building do not impact upon their well-being. Staff supervise children closely as they move between the environments. The good use of safety measures, such as large no entry signs, help the children to develop an understanding of how to keep themselves safe. Staff ask questions that encourage children to think about what hazards may be ahead and positively encourage children to explore and play safely. For example, staff remind children how to use the oven. Consequently, children develop an understanding of how to manage risk. Similarly, equipment is in good working order and staff monitor the play areas removing any hazards to enable a safe environment throughout the session. Therefore, the well-being of the children is effectively promoted.

The routine of the club provides opportunities for children to develop their independence. Children are encouraged to carry out specific tasks such as, opening the cafe at snack time and putting on their own aprons. At snack time, children are well supported to pour their own drinks, serve their own food and wash their own plates and cups. This means that children are learning to manage their personal needs well. Children thoroughly enjoy this time, as they sit together and socialise while eating and drinking. Healthy lifestyles are promoted through a range of tasty foods, such as fruits, vegetables and bread. Staff lead discussions with the children about different food groups and making good food choices. As a result, children develop a good understanding of how to keep themselves healthy. Furthermore, children have an enhanced understanding of healthy practices through routines, such as hand washing and are confident in managing their own needs and accessing the facilities by themselves. The children participate in physical exercise on a daily basis as they play. For example, they participate in dancing sessions and jump on the bouncy castle. As a result, children are well supported to be healthy.

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

The management team fully understand their responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children's welfare is promoted effectively within the club. Robust safer recruitment procedures are in place, which help to keep the children safe. All staff are subject to the Disclosure and Barring Service checks prior to employment and attend regular updated safeguarding training. Subsequently, they have a good understanding of how to keep children safe from harm. Staff are clear on child protection procedures and whom to report any concerns to. Therefore, children are safe and protected while attending the club. Comprehensive policies and procedures are in place, which the staff promote through good working practices. Since the last inspection, systems to appropriately record and store information for the safe and efficient management of the club have been developed to further promote the well-being of the children. For example, regular fire evacuations are carried out and are recorded appropriately. Risk assessments of the premises, outings and resources are implemented on a daily basis and are well documented. These measures help to promote the safety of the children.

The management team demonstrates a good understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. Robust procedures are in place to review the educational programmes. This ensures children have access to a wide variety of experiences, which are tailored to their interests and build on what children already know and can do. In addition, planning has been developed in order to focus on children's individual needs and as a result, children's learning is well supported. Regular appraisals are held for all staff and the management team monitor staff performance through regular observations of practice. Opportunities for staff to attend training to extend their knowledge, understanding and skills are provided where possible. Subsequently, staff are well trained and qualified to meet children's needs.

The staff team are very enthusiastic and committed to providing high quality childcare and education for all children attending the club. The club has a very low staff turnover and, as a result, staff work well as a team. The management team reflect critically on the provision of the setting. Regular information from staff, parents and children along with their own evaluations of practice help to effectively identify strengths and areas for improvement. The implementation of an ongoing improvement plan means that the club is continually developing and effectively ensures that any emerging needs of the children are efficiently met. All staff are fully committed to working in partnership with parents, providers and external agencies. Therefore, interventions to support children's learning are implemented quickly and efficiently. Parents are invited to visit the club when children first start and the regular two-way flow of information helps to ensure that emerging needs are met. Policies are shared openly with the parents and consequently, they understand how staff keep their children safe and promote their well-being. Parents are very happy with the care which their children receive. They speak very highly of the staff team and comment that the provision is an invaluable resource. Partnerships with the schools and other settings which the children attend have been developed to ensure that information about children's individual needs and learning progress is shared effectively. As a result,

the club effectively consolidates their planning in order to promote continuity of learning across settings.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY335256
Local authority	Derby, City of
Inspection number	955944
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	252
Name of provider	Amanda Kate Hudson
Date of previous inspection	16/02/2010
Telephone number	01332 737947

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

