

# Dazzlers Playsafe Club

Dorchester Primary School, Dorchester Road, Worcester Park, KT4 8PG

## Inspection date

Previous inspection date

22/08/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Staff plan a wide range of exciting activities for children based on their interests and abilities.
- Staff encourage children to share their views and they represent them in planned activities.
- Staff prioritise children's safety. They have robust outings procedures to help children to keep safe.
- Staff keep parents informed of children's activities and well-being and provide good opportunities for parents to take part in children's learning.

### It is not yet outstanding because

- Staff do not maximise opportunities for children to learn about and to use technology.
- Children do not consistently have good opportunities to practise their early writing skills in play situations to extend their literacy skills and physical development.

## **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 carried out a joint observation with the manager of an adult-led activity.
- The inspector observed the interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a discussion with management.
- The inspector spoke to parents, staff and children and took their views into consideration.

## **Inspector**

Jennifer Beckles

## Full report

### Information about the setting

Dazzlers Playsafe Club is a privately managed out-of-school provision owned by Jancett Childcare and JACE Training Ltd, that runs six nurseries and 47 out-of-school clubs. It registered in 2004 and changed business status in 2014. It operates from a club house within the grounds of Dorchester Primary School in Worcester Park. The group has sole use of this building. The children have the use of designated areas of the school grounds for outdoor play and the grounds are enclosed. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open each weekday for 50 weeks of the year closing only during part of the Christmas and New Year period. The breakfast club runs from 7.30am to 9am and after-school care runs from 3pm to 6.30pm. The play scheme runs from 7.30am to 6.30pm during school holidays. There are currently 59 children on roll and of these are 14 children are in the early years age group. Children attending Dorchester Primary School are given priority admission. The club welcomes children with special educational needs and/or disabilities. There are five members of staff, including the manager. All staff hold appropriate early years qualifications. This includes two staff members who hold qualifications at level 2, and three staff members who hold qualifications at level 3.

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

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

- develop further opportunities for children to learn about and to use technology
- maximise play opportunities to enable children to practise their early writing skills.

### Inspection judgements

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

Children's needs are met well in this stimulating and well-organised out-of-school club. Staff place strong emphasis on listening and responding to children's views and, to this end, meet with them to decide on planned activities. Staff enable children to select resources of their choice so each child is free to create their own play. They give children the choice of playing indoors or outdoors, which meets their preferences and supports their needs well. Staff enrich children's learning by taking them out on regular trips, such as to museums and parks.

Staff support children's personal, social and emotional development well by organising group games in the outdoor area where children learn to take turns and cooperate with each other. Children enjoy finding out about stick insects as they clean their cages and

hunt for food. Staff teach children about the plants that the insects like to eat and they teach children new words, such as nocturnal which supports their language development. While this supports children's understanding of the natural world, there are fewer opportunities for children to learn about and to use technology to understand more about the world.

The staff promote children's physical skills well because children are challenged by trim trails where they climb, balance and move in different ways. They practise their kicking, throwing and catching skills as they play ball games. Staff encourage children's communication and language skills in the role-play area where children practise their conversational skills as they create imaginary stories. However, opportunities for children to extend their role play and practise their early writing skills in play situations are not maximised. For example, there is a lack of items such as note pads and pencils in the home corner to encourage children to write shopping lists. Staff are very responsive to children's ideas as they bring more musical instruments outdoors after observing that children appeared interested in making sounds.

Staff provide good support to children with special educational needs and/or disabilities. They liaise closely with schools and form individual plans for children which are shared among the staff team. This helps to ensure that children get consistent and tailored individual care and learning opportunities.

Staff talk to parents each day to keep them informed of their children's activities and well-being. Parents share their ideas about activities that staff could include in planning based on their children's skills and interests. This provides parents with good opportunities to take part in their children's learning.

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

Children settle well and have a happy time at the club. This is because staff find out about children's interests, preferences and skills and use this information to provide well-matched activities. Staff develop good relationships with children and this enables them to feel safe and secure.

Staff involve children in the setting of ground rules for behaviour which encourages a sense of ownership and responsibility to maintain the rules. This results in children being clear about expectations and, consequently, they behave well. Staff teach children to behave in safe ways. They talk to children about road safety, model how to use tools and materials and encourage children to put away floor toys after use to prevent accidents. Staff carry out regular fire drills and this helps children to know how to react in an emergency.

Staff support the development of healthy habits in children. They provide fruit and vegetable snacks and light meals which meet special dietary requirements. Children help to set the table and serve themselves from communal food bowls. They pour their own drinks which supports their independence. Children have good personal hygiene habits

because they wash their hands at appropriate times independently.

Staff have good links with the local school to share information about children so that their needs are met and they settle well into the club. Staff teach children about cultural diversity by discussing and celebrating special events, such as Eid. There are lots of colourful positive images of people from different cultures and physical abilities displayed which promotes awareness.

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

Management has a good awareness of the requirements of the Early Years Foundation Stage and understands their responsibility to comply with them and to meet children's needs. Management helps to keep children secure and protected from intruder access by having secure premises and using an electronic intercom entry system and visitors book. Staff carry out rigorous procedures related to outings to help ensure that children are safe. They undertake daily risk assessments covering all aspects of the club which helps to keep children safe from harm. Management checks the suitability of staff through thorough vetting which supports children's safety further. All staff have received safeguarding training and have a good understanding of procedures to follow should they be concerned about a child's welfare.

Management monitors the club well. The management team spends time in the group rooms observing and interacting with staff and children, which provides good insight into the quality of practice. Staff observe each other and learn from each other's practice which supports their performance. Management supervises staff regularly and carries out appraisals which help to identify and support areas of underperformance. Management offer staff support, advice and training. For instance, staff attended a course on health and safety which led to greater awareness of different types of hazards and how to remove them to protect children's welfare.

Staff have effective partnerships with others involved in the children's lives. They work well with parents by keeping them informed about their children's activities and well-being. Staff provide good opportunities for parents to contribute to their children's learning. They work closely with local schools to exchange information about children so that their needs are fully met.

Management has good awareness of the club's strengths and weaknesses because it evaluates all aspects of the provision. For example, it plans to reflect more languages in the environment to support future children who speak English as an additional language. The club operates successfully and has good ability to maintain this in the future to support good outcomes for 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. 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

<b>Unique reference number</b>	EY470019
<b>Local authority</b>	Sutton
<b>Inspection number</b>	956529
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Jancett Childcare and JACE Training Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0206 691 725

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

