

Dore Kids Club

Dore Primary School, Furniss Avenue, SHEFFIELD, S17 3QP

Inspection date	17/09/2014
Previous inspection date	20/03/2014

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		3
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 enjoy attending the club and engage in a range of play activities that suitably support them to acquire the skills and capacity to develop and learn and to be ready for the next stages in their learning.
- Staff have a sound understanding of the need to develop strong partnerships with parents and with school staff, taking into account their differing views and the needs of their children.
- The provider ensures that children are protected as all staff and committee members are knowledgeable about safeguarding procedures and secure suitability checks are in place for all adults involved in the club.

It is not yet good because

- At times, there is an impact on children's security and the quality of staff engagement in their play as staff have to monitor a huge outdoor area, which other children and families also use.
- Younger children's emotional well-being is sometimes affected by the enthusiasm of the older children at the start of the session.
- Children's involvement and enjoyment of activities are sometimes distracted due to school staff freely using the internal doors of the club room as an access point to other areas of the school.

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 staff engage in a range of indoor and outdoor learning activities and play with the children.
- The inspector held discussions with the nominated person, committee member, the manager, staff and children.
- The inspector looked at samples of children's records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Yvonne Layton

Full report

Information about the setting

Dore Kids Club was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Dore, Sheffield and is managed by Dore Kids Club Limited, a voluntary committee. The club serves children, who attend Dore Primary School. It operates from the school dining hall. Children also have access to the hall and an enclosed area for outdoor play. The club employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or 3. The club opens Monday to Friday, term time only and the opening times are from 3pm to 5.45pm. Children attend for a variety of sessions. There are currently 70 children on roll, of whom seven are in the early years age group.

What the setting needs to do to improve further

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

- ensure that the use of the outdoor environment is organised more effectively, so that children are secure and their play and engagement with staff is maximised
- ensure access to the club is managed more effectively, so that children are not distracted and their activities disturbed by adults entering and leaving their care room.

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

- review the organisation of the beginning of the session to ensure younger children are emotionally secure and older children are prepared for the activities, for example, by introducing a quiet discussion time.

Inspection judgements

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

Children enjoy their time at the club and they are supported to acquire the skills and capacity to develop and learn securely and be ready for the next stages in their learning. Staff are well aware of how to meet children's learning through play. Children eagerly engage in a range of planned and child-initiated activities that provide suitable levels of challenge appropriate to their ages and stages of development. These take appropriate account of the different ways in which individual children learn and the stage of learning and development that each child has reached. This is supported by the written records completed by the club, including development tracking and details about children's interests gained through an 'All about me' form. Overall, children are happy and confident

as they eagerly move around the club, making independent choices about what activities they would like to take part in.

Generally, staff motivate and engage the children. They are actively involved in their play and know when to step back, so that children have the time and space to think for themselves. This contributes to children becoming active independent learners. Therefore, this means that children develop the skills to solve problems and it promotes their confidence to explore new ways to do things. Children develop their creative skills as they complete craft activities. They eagerly design and create bracelets from small beads. Children extend their skills as they carefully measure and thread the beads onto the elastic. They learn about diversity appropriately through activities and national and international celebrations. Staff readily follow children's ideas and interests. Children are confident as they request activities, for instance, electronic and traditional board games.

Secure partnerships with parents are developed. This means that information is shared consistently and create a link between the club and home. Staff provide parents with daily feedback when they enter the setting to collect their children. Furthermore, settling-in sessions reassure parents and assist children to become active members of the club. Consequently, individual children's needs are recognised and met appropriately.

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

Children are settled and confident at the club. They are happy and form positive relationships with staff and their peers, which helps to develop their confidence. Staff focus well on supporting all children. In addition, the assigned key-person system, which parents and carers are made aware of, help children to develop a sense of belonging and feel valued. All of this means that individual needs are met to an appropriate standard. This promotes smooth transitions for children from school and their home.

For the most part, the club provides a relaxed atmosphere where children feel that they belong. However, sometimes at the start of the session, the younger children and those who are a little shy, are a little overwhelmed by the enthusiasm of the older children as they enter the club and access the activities. This means that, on these occasions, the youngest children are less emotionally secure. Children are learning about what is acceptable behaviour as they respond to the staff's positive behaviour management, supported by appropriate club rules. Their self-esteem and confidence in their abilities is promoted because staff regularly praise their behaviour and efforts. Children learn social skills as they are encouraged to take turns during activities, share and be part of a group.

Children are learning about safety and self-care through effective routines, activities and discussion. They are confident to use an electronic monitoring system for when they want to leave the room to go to the toilet. These enable staff to track children's whereabouts. Children are well used to washing their hands before eating and after using the toilet. Individual dietary needs are known and responded to by staff. Children have access to a free choice, mixed nutritious snack. They are supported to be independent. For example, they take responsibility for their own possessions. Children have opportunities for fresh air

and exercise outside in the outdoor area. For example, they play sports, including cricket and traditional games.

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

Since the last inspection, where the setting received a number of actions to improve and a subsequent monitoring visit, secure changes have been implemented. This means that children's well-being and safety is promoted. The committee and staff are soundly knowledgeable about their duty to protect children and the procedures and actions that need to be taken in the event of a child-protection concern. This is enhanced as all staff and committee members must complete compulsory safeguarding training. There is a suitable record of visitors maintained. The provider and staff are responsive to the appropriate use of mobile telephones within the club. This is supported by a suitable policy that clearly outlines how the use of these will be controlled, in order to protect children. Children are now further protected as there are secure recruitment and vetting procedures in place to assess staff suitability for their role. This includes details of staff references, training and Disclosure and Barring Service checks for all staff and committee members. The committee members are now more active and involved in the operation of the club. This has resulted in improved staff numbers and committee meetings, which are ongoing. Action plans are in place and are part of the monitoring and evaluation of the club. For example, there are plans to further support staff's professional development. There is now an active system of appraisals and supervision for all staff. In addition, there is a commitment to continue to work with the school to support the future development of the club. The provider is proactively responsive to making sure Ofsted are informed about any changes and are notified of significant events. Following a recent accident, involving a child falling from a climbing frame, the provider appropriately notified Ofsted. They undertook a full investigation into the circumstances of the accident and completed a risk assessment and health and safety check of the large climbing equipment in the outdoor area. The provider has taken appropriate steps to prevent a recurrence. The inspection found that staff are sufficiently vigilant when children are playing outside on the climbing apparatus and as a result, their well-being is maintained.

Children's welfare is assured as the premises are secure, and there are secure collection procedures, which ensure they are only collected by a known adult. There are a wide range of policies, procedures and records, including effective accident and medication records, which are reviewed and support the safety of the children. Appropriate safety procedures, routines and risk assessments enable the staff to provide a generally safe indoor environment. However, children's security and the quality of staff engagement in their play is sometimes affected by school teaching and auxiliary staff accessing the rooms where children are being cared for after school. For example, school staff routinely use the inner doors of the club room as an access point to other areas of the school. This means that children's motivation and engagement in activities is sometimes disrupted. As a result, the arrangements for managing access to the club has not been carefully considered, in order to reduce the impact of this. In the outdoor area, staff have to monitor a huge area with different sections, which at times, also has a large number of other children and

families using the same areas. There are sufficient staff and they are vigilant and alert to the safety of the children being cared for after school. This is enhanced as the children wear red tabards, so staff can carefully monitor them. Staff do demonstrate to the children the boundaries of the area in which they can play, but this is hard to enforce as there are no physical boundaries to ensure their safety is fully assured. At these busy times, staff concentrate on monitoring children's security, although, this often means that staff cannot effectively, interact and engage in the children's play.

The committee of the club are parents of children, who attend the club. In addition, parents' views about the provision are sought through discussion. The staff take account of children's opinions about the activities they enjoy. As a consequence, they have opportunities to contribute to change. Staff work closely with their colleagues in school and regularly share what they know about the children. This is enhanced, as there is a designated worker from the school, who is responsible for liaison between the club and school and who works with staff and the children during the sessions. This close working relationship contributes well to how the club meets the needs of the children, who attend.

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	EY377626
Local authority	Sheffield
Inspection number	968470
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	70
Name of provider	Dore Kids Club Limited
Date of previous inspection	20/03/2014
Telephone number	0114 2368690

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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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