

Twilight Hours

All Saints C of E Junior School, Hurds Hollow, MATLOCK, Derbyshire, DE4 3LA

Inspection date	01/10/2014
Previous inspection date	07/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Management and staff have a good understanding of how to effectively safeguard children. They know and implement the club's safeguarding policies consistently. Staff are vigilant about children's safety.
- Children's emotional well-being is promoted very well. Staff are calm and consistent and easily approachable. This enables children to settle quickly as they make new friends. As a result, children have a strong sense of belonging.
- Effective partnerships with the parents and school ensure that the club staff know the children well and provide experiences which are consistent and complementary. As a result, children's needs are well met and they continue to develop their knowledge and skills.
- Staff plan around children's interests and what makes them happy. They involve the children and actively listen to them. This supports children's motivation to learn and develops their self-confidence.

It is not yet outstanding because

- Managers do not always give feedback to staff regarding their interactions with children in a timely and structured way, to help staff further improve their practice.
- There is scope to extend children's involvement in the preparation of their own snack, so that they learn to take greater responsibility for age-appropriate tasks.

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 children's activities indoors and outside.
- The inspector conducted a joint observation with one of the managers.
- The inspector spoke to the children during the inspection.
The inspector checked evidence of suitability and qualifications of staff working with children, and discussed with the management team the club self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julie Thorpe

Full report

Information about the setting

Twilight Hours Out of School Club was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is privately owned. It operates from the school hall of All Saints Church of England Junior School in Matlock, Derbyshire. There is an enclosed area available for outdoor play. The club is open Monday to Friday, from 3.15pm to 6pm, during term time only. There are currently 71 children on roll. Of these, 11 are in the early years age group. Children attend for a variety of the sessions. The club employs seven members of staff, including the owners, who work directly with the children. Of these, seven hold appropriate early years qualifications at level 3. The club is a member of the Out of School Association and receives support from the local authority.

What the setting needs to do to improve further

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

- help staff to consider the impact they have on the different ways in which children learn by offering timely feedback on their interactions with children
- engage children in more opportunities to develop the already good independence skills shown, for example, by allowing them to help in the preparation of their own snack, washing fruit and spreading their own crackers.

Inspection judgements

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

The staff demonstrate a warm and friendly welcome to children as they arrive at the club. They greet each child by name and ask about their day at school. Staff know the individual children very well. As they come into the club, children are thoughtfully reminded that it is their evening for attending after-school activities. The staff appreciate that the children have spent most of the day in school and, subsequently, are mindful of providing activities and opportunities that the children find enjoyable. They encourage children to learn through play, with the emphasis on having fun. Staff gather information from parents and teachers, to support their planning for the children, and by identifying children's interest and capabilities. They use this information to organise the room, so that children come in to the club enthusiastic and motivated to learn. Children have opportunity to select resources of their choice and help to get out their preferred activities. For example, a small group of friends that want to play an interactive board game together politely ask a member of staff, and then eagerly set up their game. As a result, children are developing good independence and cooperation skills that support their continued learning.

Staff value the information they gather from parents and school staff to find out about the children's likes, interests and skills. This means that they have a clear understanding of children's starting points, which enables them to build and complement the skills and knowledge that they have already acquired. Staff encourage parents to bring the children to the club at least once before they start. This enables the children to get to know the staff, routine and other children. Young children that start at the club walk together from the infant's school and are encouraged to form friendships, which offer reassurance and confidence to the new children. This is because staff support the new children very well. They offer additional support when required, to help them follow simple routines, such as where to hang up their belongings, and they find out which activities the children would like to play with first. Children that are upset or who are hesitant to join in are tenderly comforted and carefully assisted to access activities and, subsequently, soon forget their hesitation and join in activities that interest them. Staff actively join in the games that children select and use a good range of open-ended questions that support children to communicate with each other and with the adults. For example, children that have just returned from a three-day school trip are asked to describe the activities they enjoyed. In turn, other children join in the conversation asking questions of their own. Consequently, children are learning to communicate with each other and in small groups and are confident to express their views and form their own opinions.

Children's physical development is particularly well promoted. This is because staff place a strong emphasis on regular physical activity and daily access to fresh air. They use the wonderfully developed school grounds, which include large open grassed areas, secluded woodland, space for den building, a timber trail and hard courts for ball games. Staff organise outdoor activities for children, and interact with them in a friendly and supportive way to make sure that all the children can join in and have fun. Children listen to, discuss and observe the boundaries that staff implement. For example, children not allowed on the timber trail enquire, 'Why not?' Staff respond respectfully and give a clear explanation of the safety reasons. The children agree and accordingly they learn about the importance of compromise and teamwork.

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

Children develop very good relationships at the club and talk enthusiastically about why they like to attend. They explain that it is somewhere where they can chill after school, play with their friends who are not in the same class and get help with their homework. Staff encourage children to be creative and display children's work in the hallway on the notice board and in their own special place in the nurture room. This creates a positive play and learning environment where children have a good sense of belonging. Children are polite and listen to others and are willing to take on new ideas. For example, children acting out a drama, take on board suggestions and alterations from their peers to improve their play. Staff remind them to think if they are disrupting others. As a result, children show consideration and are sensitive to each other's needs. Therefore, they are developing emotional awareness in order to support their next stages of learning.

Children's behaviour is good. This is partly achieved because staff actively involve the

children in agreeing the rules of the club. Children receive a great deal of praise and encouragement and staff consistently apply behaviour management techniques. Snacks are healthy and nutritious. Staff provide children with a wide variety of fruit and raw vegetables each day and children have access to fresh drinking water. The children actively discuss their snack options and understand the need to have a healthy balanced diet. Older children know the routine well and are given the responsibility of supporting and guiding the younger children. For example, as they hold open doors and direct them to the toilets. They provide guidance during snack times and offer encouragement to try different food. This level of peer support, provided with adult guidance, offers reassurance and boosts the confidence of the younger children, thus supporting their emotional well-being. Although children have opportunity to access their own snack and pour their own drinks, opportunities for children are not always maximised in order for them to be actively involved in the preparation of snack. For example, staff do not allow them to take responsibility for simple tasks, such as selecting and washing their own fruit or slicing and buttering their own toast and crackers. Children learn good skills for independent self-care and personal hygiene. For example, they wash their hands after outdoor play and before eating, they independently use the toilet and remove their outdoor shoes, putting on slippers before entering the school hall.

Staff are vigilant and know the children's character's well. Efficient and effective procedures are in place to support children that feel unwell and parents are called immediately. Children are actively engaged in a wide variety of activities throughout the whole of the session. Staff join them when requested but are also aware that children also want to play by themselves and watch from a distance. Children's welfare is effectively promoted as staff use daily risk assessments to identify and minimise potential risks. Staff provide plenty of opportunities for children to carry out safe risks and challenge children's understanding of what are safe risks. For example, staff encourage older children to talk about the activities they have been involved in, such as rock pooling and safety around water. Consequently, children are learning to manage risks in their play and are developing very good skills for the future.

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

The management team support staff well. They understand their role and responsibility to ensure children's safety and implement robust recruitment and vetting procedures to check staff are safe and suitable to work with children. They ensure that staff have a secure knowledge and understanding of child protection. Staff complete safeguarding training and know the procedure to follow, should they have a concern about a child in their care or any if allegations are made against a member of staff or manager. Staff deployment ensures that children are well supervised both indoors and outside. Children walking from the infant school are suitably clothed and both staff and children wear high-visibility vests. They use a walking aid that all the children hold onto. This helps younger children understand the importance of keeping safe while walking through the streets. Staff pay particular attention to verbalising clear and simple safety instructions. Staff are vigilant in ensuring that no person may approach, or have access to, children in their care at any time. Staff go through an induction period and are supported by the management

team at each stage. The building is regulated by the school and conforms to strong safety and security measures. Staff carry out regular fire drills and emergency evacuations with the children, to help keep themselves safe in an emergency. Staff at the out of school club have achieved a five-star rating for their food hygiene practice and all staff are paediatric first-aid trained. All medication and accidents are appropriately recorded and information shared with parents. As a result, children are effectively safeguarded.

The management and staff are committed to providing children with good quality care and learning. Both managers meet weekly to discuss and evaluate their services. Staff are encouraged to comment verbally or through the option of a communication sheet. They identify their own ideas for improvements and put them forward to the whole team. Parents receive a regular club newsletter, emails and texts where they are asked to comment on the services. The club have also had a suggestion box for children and parents but found that verbal communication was more effective. Regular staff appraisals are carried out, where training needs are identified and addressed. Staff have gone on to access training and improve their knowledge of child development. While staff were training, managers were observing staff and feeding back their immediate findings. Staff are now all qualified at level 3 and this system is no longer in consistent use. Therefore, managers are not always giving timely feedback in order that staff can adjust their interactions with children to reflect the characteristics of effective teaching and learning.

Parents are provided with a wealth of information about the club. They receive a welcome pack that contains a summary of the club's policies and procedures. A comprehensive website gives parents access to detailed information about activities and developments at the club. Attractive notice boards also alert parents to the club's planning and any joint work with the school. Children's pictures take pride of place, as do any events which the club are asking parents to get involved in. Parents can loan resources to support their children's learning at home. Parents comment that the out of school club is 'invaluable' and that the club staff are sometimes the only link between the parents and school. Staff work in partnership with other professionals involved in promoting children's care and learning needs. For example, they liaise closely with the teachers at the host school as well as staff from the infant's school. This enables children to benefit from continuity and consistency in their learning due to the effective support they receive, which positively promotes a smooth move between both schools and the club.

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	EY409517
Local authority	Derbyshire
Inspection number	851015
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	71
Name of provider	Twilight Hours Partnership
Date of previous inspection	07/12/2010
Telephone number	01629583949

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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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