

# School Lane Kids Club

Dronfield County Infant School, School Lane, Dronfield, Derbyshire, S18 1RY

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 15/10/2014 |
| Previous inspection date | 09/07/2012 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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

- Staff have a good knowledge of safeguarding policy and practice. This helps to ensure children are well protected and kept safe.
- Teaching complements the children's learning at school, because activities enhance and extend children's experiences through purposeful fun.
- Staff are caring, sensitive and provide a nurturing environment. As a result, children feel a strong sense of belonging.
- Self-evaluation is accurate. This means the management team have a clear understanding of their strengths and weaknesses. As a result, they set clear priorities for improvement.
- The club is led by an enthusiastic staff team and committee who work well in close partnership with parents, the host school and other professionals. They are fully committed to providing good quality care and education for children. This means children's welfare is very well supported.

### It is not yet outstanding because

- Children are not provided with sufficient opportunities to be independent and to develop their self-help skills to the optimum level.

## 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 and children interacting during activities.
- The inspector carried out a joint observation with the manager.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector viewed a sample of the children's development records.
- The inspector spoke to parents to obtain their views on how the club meets the children's needs.

## Inspector

Ruth Moore

## Full report

### Information about the setting

School Lane Kids Club opened in 1996 and is committee managed. The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It operates from Dronfield Junior School in Dronfield, Derbyshire. The club serves the immediate locality and the surrounding areas. The club is open each weekday from 7.30am to 9am and 3.15pm to 6pm, during term time, and from 7.30am to 6pm, during school holidays. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently 150 children on roll, 21 of whom are within the early years age range. There are 16 members of staff. Four hold an early years qualification at level 2 and eight 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:

- provide children with more opportunities to practise their independence and self-care skills, for example, by encouraging them to prepare their own food and serve their own drinks.

## Inspection judgements

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

Teaching is good. Staff have a comprehensive knowledge and understanding of how to complement children's learning at school. They work very closely with the school teachers to identify and provide individual support for children's learning. Children are actively encouraged to voice their interests. This supports the planning of activities, which provide effective levels of challenge, appropriate to the children's ages and stages of development. Consequently, they provide effective support for children to continue to develop the key skills needed for the next stages of their learning.

The club provides a calm and welcoming setting for the children to access. There is a good range of resources, which are purposeful and appropriate for the age of children. The staff ask the children what they want to play with and provide a variety of resources to ignite their interest. Children are encouraged to think of ideas about how they could use resources, which helps them to explore ideas, learn from each other and to take part in shared thinking. This approach supports children's communication and critical thinking skills. It helps to motivate children to take part in new experiences and to learn through trial and error as they lead their own play. It also ensures activities are purposeful and developmentally appropriate. For example, the craft table has a large collection of materials including cardboard boxes, scissors, colouring pencils, paper plates and a variety of stickers. After a discussion between the children and a member of staff, the children decide they want to decorate the plates. While the activity takes place, the member of

staff asks open-ended questions, which encourages the children to be imaginative and enhances their language skills. For instance, the question 'what do you think we could use this piece for?' results in a lively discussion. The children enjoy showing others their designs and ask each other's opinions, demonstrating friendly behaviour towards each other. There is a strong emphasis on promoting the children's social development. Children of different ages play games together and even the youngest are active participants, positively encouraged by the staff. This enhances children's self-confidence and skilfully supports the growth of self-esteem.

Parents are encouraged to be active partners from the time the children start attending the club. The key person collects information from parents about children's interests, learning and development. They ask parents to identify what support their children need, and then they use this information to plan activities that support their key children's progress towards the early learning goals. Staff have good partnerships with parents and involve them in their child's ongoing progress. They inform them about their children's learning and development at the club and offer ideas about how parents might continue with their children's learning at home. As a result, they work together to ensure children continue to make good progress.

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

Staff are warm and friendly and help all children to feel included. Consequently, children are fully engaged in the activities on offer and are active participants in the club. Furthermore, they grow in confidence as their ideas and wishes are valued and supported. The indoor and outdoor environments provide stimulation and challenge. Indoor resources are easily accessible, and encourage children to make independent choices. Children are happy as they eagerly move around the club, choosing the activities they would like to take part in. This supports their emotional well-being and helps to get them develop confidence, which supports their ongoing journey through school. The staff are good role models with clear explanations as to why challenging behaviour is inappropriate. They deal calmly with any unwanted behaviour and praise positive actions. All of this means children are developing a good sense of social responsibility and a sense of self-worth.

Children are developing a good understanding of the importance of a healthy lifestyle. Snack time is a social occasion when the children sit together and staff offer foods that reflect a healthy diet. Children move freely between the indoors and the outdoors areas throughout the session and enjoy playing outside. This means children learn that outdoor play is not just an activity for fair weather and, as a result, they benefit from lots of fresh air. Children increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands after creative play, before baking and prior to eating food. However, staff do not fully promote children's independence. Although children meet some of their own care needs, such as toileting and hand washing, there are few other opportunities for children to develop their self-care and independence. For example, they do not provide opportunities for children to prepare their snack or pour their own drinks.

Staff effectively prioritise children's safety and well-being, which ensures that children

have an enjoyable and happy time at the club. Risk assessments are methodical and are reviewed regularly to reflect any changes in the environment. This helps to ensure the environment is safe and secure. Staff are vigilant and supervise the children very well. Children are developing a good understanding of how to keep themselves safe at the club. For example, they know what to do when they practise the fire drill. This all contributes to ensuring children's health and well-being.

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

The club is led by an enthusiastic committee, manager and staff team, who are fully committed to providing good quality care and education for children. Staff are well qualified. This has a positive impact on their knowledge and understanding of the Early Years Foundation Stage. Staff understand their responsibilities to safeguard children. They capably describe procedures that they would follow to protect children from harm or neglect, should a concern be raised. Recruitment procedures are robust, and all staff and committee members undergo checks to ensure they are safe and suitable to work with children. Staff are vigilant about the security of the premises and check all visitors identity before allowing entry. Accidents are monitored and there are clear procedures in place to record these and share this information with parents. As a result, children are kept safe while at the club.

All staff show a clear understanding of the learning and development requirements and strive to deliver an effective and enjoyable learning experience. Good adult-to-child ratios are in place and staff are deployed well, ensuring that children are well supported in their play and learning. New staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures. All staff are given good support and encouragement to develop their professional knowledge through training. Relevant policies and procedures are in line with current requirements. Since the last inspection, staff now take all reasonable steps to ensure that hazards to children both indoors and outdoors are kept to a minimum. They have developed their knowledge and confidence in extending activities and providing challenge and stimulation to all children. In addition, resources and materials are available so children can make their own choices, in order to express their own ideas and maintain their interest throughout the session. As a result, outcomes for children are continually improving.

There has recently been a new committee appointed. They have responsibility for the management of the club and changes have been implemented. Systems for self-evaluation are now fully developed and there is a detailed action plan for the future. This includes the renewal of resources and looking at ways to expand the club to meet the need for future demand for places. Partnerships with parents are good. They receive detailed information about the setting prior to their children starting. Parents report that their children enjoy attending the out of school club and are settled and happy. They receive verbal feedback from staff about their children's progress when they collect them at the end of the session. Parents express a high regard for the service provided, and the friendliness and approachability of the staff. Very good links with other professionals, particularly within

the host school the children attend, actively promotes their well-being and ongoing learning and development.

### **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>     | 206232                          |
| <b>Local authority</b>             | Derbyshire                      |
| <b>Inspection number</b>           | 818044                          |
| <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>      | 48                              |
| <b>Number of children on roll</b>  | 175                             |
| <b>Name of provider</b>            | School Lane Kids Club Committee |
| <b>Date of previous inspection</b> | 09/07/2012                      |
| <b>Telephone number</b>            | 01246 290880                    |

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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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