

Dunalley After School & Breakfast Club

Dunalley Primary School, West Drive, Cheltenham, Gloucestershire, GL50 4LB

Inspection date	24/10/2014
Previous inspection date	13/10/2009

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		1
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 work in very close partnership with key staff at the school to complement children's learning. As a result, the skilled and knowledgeable staff provide a well planned programme.
- The extremely well-embedded key person system helps children to form very secure emotional attachments with staff who skilfully support their play.
- Effective arrangements for safeguarding promote children's safety and welfare at the club
- Systems for self-evaluation are rigorous. The management regularly review and prioritise improvements to improve children's care, learning and play.

It is not yet outstanding because

- Staff do not use the outdoor area to its full potential throughout the year to support those children who prefer to play and learn outside.

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 in all areas of the after school club.
- The inspector held discussions with the after school club manager, head teacher, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector reviewed paperwork including children's records, policies, risk assessments and suitability checks on staff.

Inspector

Victoria Weir

Full report

Information about the setting

Dunalley After School & Breakfast Club opened in 2000. The club operates from one base room within Dunalley Primary School, located to the north of Cheltenham town centre. The club has shared use of the computer room and school hall. There is an enclosed hard-surfaced play area, playing field and climbing area for outdoor play. There is disability access to the setting. Children who use the club mainly attend the school. The club is also open to children in the local community on a pre-booking basis.

The club is open each week day during school terms from 8am to 8.45am and 3.15pm to 6pm, and during school holidays from 8am to 6pm. The club employs three staff. All staff have relevant childcare qualifications. The manager has qualified teacher status and the play leader has a degree in primary education and early years teacher status. The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- review the use of the outdoor areas so that all children consistently have choices in where they play to support their individual learning preferences.

Inspection judgements

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

The manager, the whole staff team and school have extremely strong links and they work well together. The nursery class teacher oversees the management of the club. The key person talks to other class teachers when they take and collect children to exchange good information about children's day at school and their ongoing learning. As a result, the activities at the club complement children's learning and interests at school very well. This means children enjoy their time at the club as staff build on children's interests to develop their skills in fun ways. For example, staff help younger children read their letters and sound books and older children choose to play maths games on electronic notebooks. An exemplary example of working in partnership with parents and school is the consistent use of the youngest children's class learning journals in which parents, children, teachers and staff at the club all make comments. Staff have a secure knowledge of how to promote learning through play and have high expectations of the children. As a result, children are happy and engage well in activities which they enjoy.

The youngest children benefit as staff use their clear understanding of the learning and development requirements of the Early Years Foundation Stage to guide their teaching.

There is an extremely sharp focus on helping children to acquire communication and language skills and on supporting their physical, personal, social and emotional development. This helps all children make rapid improvement in their learning from their starting points with gaps closing noticeably through recognisable small steps. Children chatter excitedly to their friends and enthusiastically tell staff about their school day. Staff take an active interest in what children have to say and ask questions to extend discussions and promote their language. This also builds children's self-esteem and confidence, and encourages children to feel valued and included. Staff use well-developed skills to extend learning by encouraging children to think for themselves. For example, staff encourage children to plan and explain their creative choices as they experiment with colour and texture. This approach extends children's skills effectively and encourages children to make connections in their learning. For example, staff helped children identify colours they can make by mixing paints. Staff motivate children through the activities and experiences they provide to build on mathematical skills. For example, they encouraged children to solve problems when building dens with blankets and chairs. Cooking activities help them learn about space, weight and measure. There are ample opportunities for children to use their imagination and learn more about their environment as they play. For example, the children helped create bear dens and pirate boats in the role play area in response to their favourite stories. Children enjoy sharing stories and retelling them. Staff help them with their early reading and writing skills as they encourage children to create labels and read their names. Staff use the outside area to promote skills in all areas.

Staff talk with parents about their children's activities, interests and home experiences during collection times. This helps staff identify children's changing needs. Parents report this feedback provides a valuable link between themselves and their children's class teachers. Therefore, parents receive a wealth of information about children's experiences and progress, and there are good opportunities to build on children's learning at home.

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

Relationships between children, staff and their parents are strong and established through the extremely well-embedded key person system. Staff welcome children and their parents to the club and children feel valued and cared for. Introductory visits help children familiarise themselves with the club and older children befriend children in the early years age group. As a result, children make very good progress in their personal, social and emotional development in a warm, caring, supportive environment. The adults make sure that children are used to the routines and gain a good understanding of what staff expect of them. Staff encourage children to contribute to the displayed list of rules concerning behaviour so that, for example, they share items willingly. As a result, children behave well and learn to manage their own behaviour in positive and sociable ways. Staff offer warm praise to each child, including for helping children younger than themselves. This approach enables children to develop positive self-esteem and be spontaneously caring towards others. They willingly take on responsibility, for example, as they worked cooperatively to tidy equipment. Children learn about keeping themselves safe and they know not to run inside the club to avoid accidental injury. They practise the emergency evacuation procedure in case they need to leave the premises unexpectedly.

Staff teach children about the importance of eating healthily. Mealtimes, including breakfast, are a social occasion when children relax and sit together enjoying a variety of nutritious food and drink. They know to wash their hands before they eat to stop germs from spreading. They pour their own drinks and choose what they would like to eat. There is always a wide range of tasty snacks to choose from throughout each session, for example, cucumber, raisins, and fruit.

Children enjoy fresh air and exercise through access to energetic outdoor play. Children who wish relax use the quiet area, playing quietly after a long day at school. Staff ensure that children who wish to attend school clubs which take place may do so, which ensures children have the same opportunities as those who do not attend an after school club. However, children do not always have the opportunity to freely choose to play in the outside area. This does not support the learning preferences and well-being of those children who prefer to play and learn outside. Resources and activities successfully promote diversity in the wider community. For example, children dressed up in costumes from India and made clay Diya lamps as they explored the festival of Diwali. Staff offer appropriate encouragement for children to try new experiences and carefully adapt activities to ensure all children are fully included. For example, they simplify the rules of a card game so that children of differing abilities are able to take part. As a result older children play exceptionally well with younger children as they show patience for the younger children and help them.

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

Staff safeguard children effectively because the team has a thorough understanding of their responsibilities in meeting the safeguarding and welfare requirements. All staff have undertaken extensive safeguarding training which has included safe e-learning and whistleblowing. They are fully aware of relevant reporting and recording methods. Robust recruitment and vetting procedures assess staff's suitability to work with children which protects children's welfare. The management monitors the ongoing suitability of staff effectively. Children's safety is a high priority. Written risk assessments identify potential hazards to children and the steps taken to minimise them. The site is secure and staff closely supervise children at all times. The small team of staff work together well. The management undertakes ongoing supervision and support of staff. This means they improve their knowledge and skills through varied channels, including repeated paediatric first-aid training. Staff also regularly attend workshops to learn new skills. The manager identifies training in response to the needs of the children attending. This particularly helps them to provide effective support to children with additional needs. They develop their teaching skills, such as by working in the school with the teachers to get new ideas. As a result, staff continue to be well equipped for their roles in working with children.

The views of parents and children are important to staff, who actively seek their input to help shape and develop the club. In response to the families' needs, the club have changed the menu and are looking into ways to further improve the passing of information

from the school. Partnerships with school staff contribute significantly to children's learning. Staff demonstrate that they are able and prepared to work closely with other professionals and other providers as necessary.

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	511759
Local authority	Gloucestershire
Inspection number	836964
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	24
Number of children on roll	26
Name of provider	Dunalley After School & Breakfast Club Committee
Date of previous inspection	13/10/2009
Telephone number	01242 512391

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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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Piccadilly Gate
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M1 2WD

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