

Dothill Out of Hours

Dothill Primary School, Severn Drive, Wellington, Telford, Shropshire, TF1 3JB

Inspection date	23/04/2014
Previous inspection date	24/06/2009

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		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

- Teaching is good as practitioners promote children's learning by modelling skills, offering choice, promoting independence and following the children's interests and motivation for learning. As a result, children are making good progress in their learning.
- Children experience a wide variety of exciting fun-filled activities that challenge and extend their learning while they play. This is because staff plan for their interests and developmental needs well.
- The management team successfully lead other practitioners by using effective communication techniques and inspiring practitioners. This means each child's individual needs are met and every child is safeguarded well.
- Practitioners involve parents as partners in the club; this relationship is based on regular two-way communication to ensure children's individual needs are met well.

It is not yet outstanding because

- Practitioners do not always use open-ended questions effectively and as a result, children are hindered from fully expanding their vocabulary.
- Some younger children's learning and development observations are not regularly shared with school staff. As a result, planned next steps in the child's learning are not always aligned.

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 activities in the two large playrooms and in the outside learning environment.
- The inspector conducted a joint observation with both of the registered persons of the provision.
- The inspector held a meeting with both of the registered persons of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the club's own parent survey.

Inspector

Linda Yates

Full report

Information about the setting

Dothill Out of Hours Club (also known as Tick Tock's Out of Hours Club) opened in 1999 and is privately owned and managed. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register and operates from within Dothill Primary School in the Wellington area of Telford. Children are cared for in two large playrooms and have access to an enclosed outdoor play area. The club serves the immediate locality and also the surrounding areas. The club opens all year round except on bank holidays and for a week at Christmas. It offers a breakfast club from 7.30am to 8.45am and an after school club from 3.15pm to 6pm, Monday to Friday, term time only, which is used by children attending the school. During school holidays, membership is extended to all children in the community. Operating times of the holiday club are Monday to Friday from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 120 children attending, 18 of whom are in the early years age group. The club supports children with special educational needs and/or disabilities. There are currently eight staff working directly with the children. The two owners both have Qualified Teacher Status. A further member of staff holds an appropriate early years qualification at level 6, and four members of staff hold an appropriate early years qualification at level 3. The club 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:

- use open-ended questions more effectively to encourage children to expand their vocabulary and to further aid practitioners in understanding what children are thinking and feeling

- strengthen information sharing between each key person and the school, ensuring learning and development observations regarding individual children are regularly shared and discussed.

Inspection judgements

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

The club's proprietors have a thorough understanding of how children learn and develop. As a result, the team of practitioners are well led, children's assessments are accurate and appropriate next steps are identified. Consequently, children are making good progress within the Early Years Foundation Stage. The club provides an environment that promotes the seven areas of learning and is tailored to each child's needs and interests. The holiday sessions are developed around a daily theme, chosen and developed by the children, promoting choice and decision making. The educational programmes are interesting,

challenging, exciting and varied and follow children's interests and needs. For example, children's understanding of the world is developed as children have the opportunity to observe growth and decay as they grow cress, radish and basil. They play with water, which provides opportunities for children to experiment with mathematics and science concepts, strengthen their physical skills, advance their social and emotional skills and enhance language development. Children explore St George's Day, they design and paint their own shields and are immersed in their play for a considerable length of time. Practitioners kneel close to the children maintaining eye contact, showing their level of interest in their chosen activity. Practitioners follow children's interests and they have a discussion about knights and their coats of arms, developing children's understanding of the world. Children participate in adult-guided and child-initiated activities to extend their learning.

Teaching is rooted in a good knowledge of how children learn. For example, while children participate in fantasy play, making caves for dragons in the sand, practitioners listen to the children, value their suggestions and use talk to describe their actions. However, some practitioners occasionally use closed questions, which sometimes limits opportunities for children to give fuller answers that draw on a wider range of vocabulary. Practitioners weave in mathematical language as they place the dinosaurs in length order 'Which is the longest?' Practitioners model and explain new concepts, such as, how to identify the dinosaurs by size, for example, small, medium and large. A practitioner brings the imaginary play to life as she uses a gruff voice for the dinosaur and lightly shakes it, supporting children's next steps, such as, joining in with imaginary play with others. Children experience a broad range of 'open-ended' resources and benefit from activities which have no adult-defined learning objective. For example, children are absorbed in drawing, they choose to draw dragons, when they are finished they write their own names unaided on their picture, promoting their physical and literacy skills. Practitioners praise each child's efforts promoting their self-confidence. The early years children benefit from the mixed age range of the children in the club, for example an older child reads a story to the early years children, extending their literacy and language skills. As a result, children demonstrate the characteristics of effective learning throughout the day. These opportunities promote younger children's readiness for school.

Children's understanding of technology is developing as they play computer games and investigate with torches. Outside there is a fixed wooden log house, which the children have covered with large pieces of fabric. This provides opportunities for solitude, calm and reflection and stimulates their imagination and socialisation as children become absorbed in their own imaginary play. Older children play football outside with the practitioners, this encourages positive social skills and helps children to recognise the importance of working as a team. Additionally, this also helps to create a sense of belonging and partnership and promotes children's self-esteem. Parents' comments support this as they say, 'My child has definitely made progress in her social skills because of being at the club'. Children experience regular visits to the forest school site which helps to develop confidence through hands-on learning in a woodland environment. Children develop positive relationships with community members, such as the community police officer who visits the club and promotes children's personal safety. Other visitors include, an older gentleman who brings along his model railway track and trains and this provides an ideal opportunity to discuss railway safety. The club takes children on a range of outings, which

supports their current and ever changing interests and fosters all areas of their learning. This includes a bus trip to the town centre and pond dipping where children learn about aspects of their familiar environment thereby promoting their understanding of the world.

Children with special educational needs and/or disabilities are supported well overall. The club's special educational needs coordinator advises and supports other practitioners in the club, ensuring each child's individual needs are met. Parents' comments show they value the additional support the club provides to children with additional needs and their families. Children's prior skills are established with parents on admission to the club, their likes and dislikes are recorded on a spidergram, which is regularly updated. This, along with verbal discussion with parents, helps practitioners identify where children are in their learning and development. Children's assessment folders are discussed with parents and this keeps them informed of their child's progress and informs them of the sort of things their child is doing and how they can support their child's learning at home.

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

There is a relaxed and happy atmosphere within the club. Children receive a warm welcome which helps them to settle easily. Children forge trusting and caring relationships with key persons, promoting a sense of emotional security. Children appear confident in their communications with practitioners and the inspector, as they initiate friendly conversations. The club has good procedures for emotionally preparing children for their move into the club. Practitioners encourage the child and the parent/carer to visit the club and have a look around ahead of the planned start date and discuss the club's settling-in procedure. New children have an induction which covers safety issues and they are assigned a buddy to support them and help them settle in. The liaison between practitioners, parents and the dual role some practitioners undertake in the school and club supports children's daily transitions.

The environment is bright, welcoming, well organised and clean, with a wide range of resources labelled and accessible to children both indoors and outdoors. The children have direct access to outdoors and participate in daily outdoor energetic play which helps them to learn the benefits of physical exercise. Children have the opportunity to experience challenge and manage risks for themselves when they use the school playground. They walk on the wobbly bridge, balance on the tyres and hang from the monkey bars developing their physical skills. Children learn about keeping themselves safe as they regularly practise the fire drill. Snack time provides an opportunity for children to practise personal hygiene routines as they wash their hands before eating. Children are developing a good understanding of why it is important to have a healthy diet, as there are colourful annotated posters displaying healthy foods and foods that should be limited. Additionally, practitioners sit with children at mealtimes and discuss their likes and dislikes as they learn about healthy food and drinks. Snacks provided for the children are nutritious and balanced and today children have crackers, butter, cheese, cucumber and tomatoes with a banana to follow. Children's views are valued and sought as they plan and record their own snacks, this also helps them to develop their knowledge of healthy foods. Parents provide children with a packed lunch ensuring each child's individual dietary needs are met. Children are encouraged to be independent as they butter their own crackers, lay the

table and clear away their plates after lunch, developing their confidence in doing things for themselves.

Practitioners are suitable role models who put the children's needs and interests first and are approachable and friendly. Children's behaviour is good and their actions show they are aware of the club's rules and behaviour boundaries. For example, the children do not run around indoors and know that they are expected to take turns and share. When needed, practitioners positively reinforce the rules and boundaries, ensuring a consistent approach. The club has positive images and resources that reflect the wider multi-cultural community, including those with diverse physical characteristics, including disabilities. As a result, children have opportunities to increase their appreciation of individual differences. Photographs of the children participating in activities along with samples of their work are displayed throughout the club, valuing each child's contribution and promoting their self-confidence.

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

The management team have a thorough understanding of policies and practice in early years along with the skills to develop a team. They have a thorough understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage, as a result, children are kept safe. There is a comprehensive up-to-date safeguarding policy and practitioners are aware of the procedure they must follow if they have concerns that a child is suffering from abuse. As a result, children are protected. Safer recruitment practice is thorough and consistent and ensures that those recruited are suitable to work with children. There is a programme of induction ensuring new practitioners become effective and competent as key persons. Practitioners are adequately and appropriately supervised and they have ready access to advice, expertise and management support in all matters.

The management team have a thorough understanding of how children learn and develop and are able to successfully cascade this to the team. They have a good understanding of their responsibilities in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and, as a result, children make good progress in their learning. The management team regularly check each child's assessment folder, the continuous provision and the weekly planning to ensure planning and assessment is rigorous. Practitioners are observed, in order to promote the best possible teaching and learning. There are weekly management meetings and monthly whole team meetings to ensure best practice and cohesive working. A self-evaluation system has been implemented, identifying strengths and weaknesses. An improvement plan is in place, which means children's progress is well supported over time. This is a well-qualified practitioner group as most hold an early years qualification. The club takes advantage of the local authority training for continued professional development. This means that children are supported effectively to make good progress in their learning and development.

Children and families benefit from the friendly relationships that exist between

practitioners and parents. Practitioners and parents have regular daily discussions, ensuring a two-way flow of information. The club's policies are available in the foyer for parents to view, so that they are informed about how the club operates. Two of the club's practitioners work within the school. As a result, there are close links with school staff enabling a two way flow of information and any identified concerns are shared and strategies put in place. However, there is room to strengthen information sharing between each key person and the school, ensuring learning and development observations on children are regularly shared and discussed. The club has developed links with other professionals, such as, the community police officer, local schools and the local authority workers to ensure children's needs are met.

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	208192
Local authority	Telford & Wrekin
Inspection number	854439
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	120
Name of provider	Mrs Jonquil Doodson and Miss Rosey Marsland Partnership
Date of previous inspection	24/06/2009
Telephone number	01952 248005

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

