

# Foxes Den Out of School Care Club

Newtown CP School, Buxton Road, New Mills, HIGH PEAK, Derbyshire, SK22 3JS

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 11/11/2014 |
| Previous inspection date | 08/03/2012 |

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

- Safeguarding procedures are good. Staff know and understand their role in keeping children safe and know what to do should they have any concerns about a child.
- Teaching complements the children's learning at school, because activities enhance and extend children's experiences through purposeful fun.
- Children demonstrate a good sense of belonging. They have a close relationship with the staff, and enjoy a friendly and welcoming environment.
- Children have consistency and continuity of care as there are effective partnerships between the club, school, carers and parents.
- Self-evaluation is good and accurately identifies areas for development. As a result, clear priorities are set for improvement and children benefit from a constantly improving service.

### It is not yet outstanding because

- There is a very limited range of resources that promote equality and diversity. As a result, children's understanding of difference and similarity is not fully promoted.
- Some children spend long periods of time on single activities, such as the laptop computer, resulting in them not participating in the wider range of activities.

## **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.
- The inspector checked evidence of the suitability and qualifications of the practitioners working with the children, the provider's self-evaluation form and improvement plan.

## **Inspector**

Ruth Moore

## Full report

### Information about the setting

Foxes Den Out of School Care Club was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the main hall of Newtown Primary School in New Mills, Derbyshire, and is managed by a voluntary committee. The club serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and two at level 2. There are 56 children on roll, four of whom are in the early years age range. The club opens Monday to Friday during term time. Sessions are from 7.45am until 9am and from 3.30pm until 5.30pm. Children attend for a variety of sessions.

### What the setting needs to do to improve further

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

- extend children's understanding of diversity by increasing the current range of available resources to reflect different backgrounds and abilities, such as inclusive visual displays and a range of multicultural equipment
- encourage children to explore and engage more actively in the wider range of activities available during their time at the session.

## Inspection judgements

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

Children clearly enjoy their time in the club because they build good relationships with staff and the other children who attend. Staff in the club have a good understanding of the learning and development requirements. They all hold relevant early years qualifications and this means they have the skills to support children's learning. The quality of teaching is good, as staff have a good 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. Detailed information about the children's abilities is collected during the settling-in period from the parents and the children. Staff then carry out observations and assessments, which are linked to the prime and specific areas of learning. This supports the planning of activities, which provide good levels of challenge appropriate to the children's ages and stages of development. Consequently, children make good progress in relation to their starting points and are gaining the skills and abilities to help them with their future learning.

Most children enjoy investigating and exploring, and initiate their own play, demonstrating they are keen learners. Staff motivate and enthuse children providing a broad selection of

activities that inspire children to learn. For example, children use their imaginations to create clouds and dinosaurs during coloured sand modelling. Children focus well and engage in the activities staff provide. Staff are skilful at interacting with children. They challenge them by using open-ended questioning, and value their comments and contributions. Children are confident communicators; they listen to staff, follow instructions and make their needs known. Children are involved in simple mathematics as they are involved in baking sessions, where they learn about measuring and estimating the ingredients to make scones. They are proud of their success and tell the inspector what they have done, demonstrating confidence and good communication skills. Children learn about technology well as they play with computers. Here, they independently switch the equipment on and research topics. However, some children spend long periods of time on the computers and are not always encouraged to extend their play experiences. As a result, they are missing other areas of learning, especially physical development.

Partnerships with parents are good. They receive comprehensive information about the setting prior to their children starting. Through daily discussions, staff discuss activities with parents and information about children's learning in school is shared. Parents express a high regard for the service provided, and particularly comment on the friendliness and approachability of the staff.

### **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. Children access the club entirely from the host school. The members of staff welcome the children at the start of the session and collect them together as they come into the school hall for registration. Children know the process well, quickly sign in, and put their numbers and photograph on the washing line. This enables them to see who is attending the club that day. Staff use the information about children's interests to effectively engage them with activities. As a result, they settle quickly into the routines, feel supported by the staff, and establish firm attachments with peers and adults. There is a robust key-person system in place. Children and parents are aware of their child's key person. The system is fully embedded and ensures that children are cared for by adults who know them extremely well and care about them. Staff ensure that individual needs are addressed. This enables children to build warm and trusting relationships with staff. As a result, children's emotional well-being is very well promoted and this helps them to develop confidence, which supports their ongoing journey through school. Behaviour is well managed in the club. Staff are consistent and fair when encouraging children to share and take turns and children learn to negotiate and cooperate with their peers. They play harmoniously together and show an awareness of responsibility in the club. Staff make good use of praise and encouragement. This promotes children's good behaviour and develops their confidence and self-esteem.

Healthy snacks are provided, such as sandwiches and fruit. Consequently, children can select from nutritious options, which helps them to learn about a healthy diet. Drinking water is available at all times so that children can serve themselves when thirsty. The club also plans activities to reinforce children's learning about healthy lifestyles and good

nutrition, such as making displays of artwork about this. Children maintain effective personal hygiene routines, such as washing their hands before eating and after using the toilet, to support their good health. Staff explain to children why hand washing is necessary at these times. Children use the school's playground to carry out activities outdoors. As a result, they benefit from lots of fresh air. 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. Children learn about differences as other cultures are explored during festivals, such as Chinese New Year, Easter and Diwali. However, there are few resources in the club that support children's understanding of equality and diversity. Consequently, this aspect of their learning is not fully promoted.

### **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. All staff attend regular safeguarding training and hold a paediatric first-aid certificate. They are deployed effectively during sessions in order to deal correctly with any minor accidents or injuries. Recruitment procedures are robust and all staff and committee members undergo checks to ensure they are safe and suitable to work with children. Relevant policies and procedures are in line with current requirements. In addition, the recording of risk assessments has been improved and includes information on when it was carried out, date of review and any action taken following a review or incident. The staff supervise children appropriately and carry out daily safety checks to ensure areas the children use are safe. This enables children to explore safely and freely. Staff are vigilant about the security of the premises. For example, visitors are asked to provide full identification and a record of visitors is kept, with times of arrival and departure recorded. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents. Consequently, all children are safe and protected while attending the club.

All staff show a clear understanding of the learning and development requirements and strive to deliver an effective and enjoyable learning experience. They show a good knowledge and understanding of the needs of their key children in order to consolidate their progress through their interests and play. Partnerships with the host school are effective in complementing children's learning, due to the comprehensive systems in place to share information about children's progress with the Early Years Foundation Stage teacher. Since the last inspection, observations of children's learning and development are linked more closely to the early learning goals in order to identify future targets and challenges for them. Furthermore, ways to involve parents and carers in their child's observations and assessments have been developed. Systems for self-evaluation are developed and there is an action plan for the future, which is supported by the committee. Manager and staff meetings are carried out on a regular basis and all staff are given good

support and encouragement to develop their professional knowledge through training. As a result, outcomes for children are continually improving.

Very good links with other professionals, particularly within the host school the children attend, actively promote children's well-being and ongoing learning and development. There are well-established partnerships with parents, which benefits the children's welfare and learning. Parents 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 well-being when they collect them at the end of the session. Parents state that they are kept well informed about their children's well-being and progress, and they and their children highly recommend the club to other parents.

### **The Childcare Register**

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| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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## 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>     | 207233                                      |
| <b>Local authority</b>             | Derbyshire                                  |
| <b>Inspection number</b>           | 871145                                      |
| <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>      | 30  |
| <b>Number of children on roll</b>  | 56  |
| <b>Name of provider</b>            | Foxes Den Out of School Care Club Committee |
| <b>Date of previous inspection</b> | 08/03/2012                                  |
| <b>Telephone number</b>            | 01663 744358 mob 07990595082                |

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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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