

Denim Out of School Club

ETTINGTON C OF E PRIMARY SCHOOL, Churchill Close, Stratford Upon Avon, CV37 7SP

Inspection date

Previous inspection date

27/11/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are happy, motivated and eager to learn. They show good levels of curiosity and imagination and demonstrate good communication skills and self-confidence.
- Staff develop good partnerships with parents and information is continually exchanged. As a result, children's individual needs are known and parents are reassured that their children are safe and well cared for.
- Staff have a secure knowledge and understanding of their roles and responsibilities to safeguard children. As a result, children are protected from harm.
- The provider and staff team show a strong desire for quality and are constantly reflecting on their practice and the environment that they provide for children. Consequently, strengths and weaknesses are known and priorities for improvement are effectively identified.

It is not yet outstanding because

- On occasions, staff miss opportunities to teach children how to manage their own feelings successfully and how to settle minor disputes without the need for adult intervention.
- The provider does not exploit all opportunities to share information, staff expertise and resources across the company to enrich children's well-being and progress even further.

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 inspected had a tour of the club premises.
- The inspector spoke with management, staff and children at appropriate times throughout the inspection.
- The inspector observed activities taking place in indoor and outdoor spaces.
- The inspector conducted a joint observation with the manager.
- The inspector took into account the views of parents gathered through discussion during the inspection and recorded on parent questionnaires.
- The inspector viewed a selection of documentation and checked evidence of suitability for all adults working on the premises.

Inspector

Carol Johnson

Full report

Information about the setting

Denim Out of School Club at Ettington was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the village of Ettington, in Stratford Upon Avon, and is managed by Polkadot Day Nurseries Limited. It operates from a self-contained premise in the grounds of Ettington Church of England Primary School. There is an enclosed area available for outdoor play. The club also has shared use of an adjacent classroom, the school hall and outdoor areas. It serves the local area and is accessible to all children. The club employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 3 and above. The club opens Monday to Friday, term-time only. Sessions are from 7.45am to 8.45am and from 3.15pm to 5.30pm. Holiday provision is available subject to demand. Children attend for a variety of sessions. There are currently four children on roll who are in the early years age group.

What the setting needs to do to improve further

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

- devise and implement even better ways to help children manage their own feelings successfully and to learn how to resolve minor disputes without the need for adult intervention
- enhance the way that information, expertise and resources are shared across the company to help raise the quality of teaching and learning even higher and provide even better support for children's well-being.

Inspection judgements

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

Staff know the children in their care well. Staff make sure that children have plenty of time, space and opportunities to explore and develop at their own pace and the quality of teaching is good. They offer children any necessary support and encouragement but take care to not to intervene unnecessarily in their play and discussions. Consequently, children learn to solve problems, interact with their peers and make decisions about their play. Children know where resources are stored and are confident to ask for things that they cannot see or reach. They participate in experiences with enthusiasm. For example, children enjoy making models, using construction toys and recycled materials, and look at books and play card games. Outside, they participate in team games, develop ball skills and generally run around. Some experiences are planned in advance but the majority of children's play develops spontaneously and staff follow the children's lead. As a result, children have fun, develop a strong sense of responsibility and learn through their play.

Staff place a strong emphasis on the importance of extending children's personal, social and emotional development and their communication and language skills. Children grow in confidence and self-esteem as they help staff with simple tasks, such as preparing snacks. Staff encourage the older children to support the younger ones and regularly praise children's efforts and achievements. At breakfast and snack times children and staff sit together and talk about their day or the activities they have planned. Children enjoy being involved in these conversations and gain confidence because staff respond to their comments with interest and listen to what they have to say. Staff build on children's experiences at school through initiating conversations and planning complementary experiences. For instance, they often help older children with their homework and ensure all children have easy access to a variety of books and mark making materials. Consequently, children are supported well in their learning and gain many of the skills they need for school and future life.

Parents know about their children's experiences and are able to support their children's welfare and learning at home and in school. This is because staff take the time to talk to parents when they drop-off or collect their children and pass on any messages from school. In addition, examples of children's artwork are attractively displayed around the club and the company's website provides a wealth of information about children's experiences. Consequently, partnership working between the club and home is fostered and children's individual needs are clearly known and supported.

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

Staff provide children with a safe and welcoming environment. Children clearly enjoy their time at the club. They laugh and smile as they play and there is an abundance of positive interaction between staff and children. Staff value children as individuals and put them at the centre of everything they do. A good selection of resources is easily accessible to children and there is plenty of space. Cushions on the floor in a corner of the room provide an area for children to rest and look at books and child-height sinks and toilets support children's independence skills. Many of the children have formed strong friendships with their peers and good relationships are evident between staff and children. An effective key-person system is in place and this contributes greatly to children's emotional well-being. Each child has their own key person, who is a familiar and accessible figure who regularly communicates with adults involved in their care and education. The key person ensures that important information is shared and that resources and experiences are readily available to meet each child's needs. Consequently, children are happy, secure and are good communicators.

On the whole, staff manage children's behaviour very well. Staff are positive role models and they are calm and respectful in their interactions with children. They encourage fairness and gently remind children of behaviour boundaries. Furthermore, staff encourage children's positive behaviour by promptly acknowledging and praising their efforts, achievements and cooperation. Children are aware of staff expectations for their behaviour because they have helped to create the club rules. They know that staff expect them to have kind hands, use kind words and to consider the needs of others. However,

minor disputes do occur and staff sometimes miss opportunities to teach children how to resolve these independently and to manage their feelings successfully. Consequently, children's well-being is not always supported to the optimum level.

Children's good health and safety are promoted well. The club premises are safe and clean and staff and children follow good hygiene routines. Staff provide children with plenty of opportunities for physical play and a range of healthy snacks. They regularly talk to children about the importance of healthy eating and the benefits of fresh air and exercise. Staff actively encourage children to consider potential risks connected with their play and to consider ways of minimising them. For instance, children wanted to climb a small tree outside and staff asked them to think about the associated risks. Children identified that they might fall and hurt themselves and, after some thought, placed a collection of cushions at the base of the tree to soften any fall. Subsequently, children tested out their safety precautions by safely climbing some of the lower branches. Consequently, children develop problem-solving skills, self-confidence and learn ways to protect their safety and that of others.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are successfully met and understood by staff who have a good understanding of how to protect children from harm. Staff know the correct procedures to follow in the event of any child protection concerns and comprehensive safeguarding policies and procedures underpin their good practice. Effective vetting and recruitment systems ensure staff are suitable to work with children and visitors to the club are closely supervised. Staff are vigilant with regards to children's safety. They carry out thorough safety checks and ensure that potential hazards are promptly identified and effectively minimised. Security measures are good and children are only released into the care of authorised individuals. Consequently, children are effectively safeguarded.

The provider and staff team regularly reflect on the quality of the provision. They know the club's strengths and priorities for improvement and regularly invite the views of others to inform the self-evaluation process. For instance, parents are asked to complete questionnaires and children are asked what resources they would like the provider to purchase in the future. The manager has completed the Ofsted self-evaluation form and the staff team regularly review the quality and effectiveness of the experiences provided for children. Good systems are in place to manage staff performance and the personal and professional development of staff is actively encouraged. Staff strive for continuous improvement to support children's achievements over time and are keen to develop the quality of their practice. All the staff working at the club also work at other settings run by Polkadot Limited and staff across the company join up for some training events and staff meetings. Also, some toys and equipment are shared between the different settings. However, additional opportunities for staff to learn from each other and to share ideas and resources are not fully exploited. Consequently, children's wellbeing and progress are not supported to the highest level.

The provider and staff are aware of the importance of working in partnership with parents and other professionals. Good links have been forged with the host school. Club and school staff regularly exchange information and this ensures consistency of care for children and promotes complementary learning experiences. Parents are actively encouraged to share what they know about their children, and staff keep parents informed about their children's welfare and progress. Parents spoken to during the inspection comment on how happy their children are at the club and these views reflect those expressed and recorded by some of the children. For instance, children say 'I like Denim because there is lots of yummy food' and 'I like playing with toys'. They also comment positively on the friendliness of staff and the wide range of experiences available to them.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY467972
Local authority	Warwickshire
Inspection number	957405
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	4
Name of provider	Polkadot Day Nurseries Ltd
Date of previous inspection	not applicable
Telephone number	01789 740236

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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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