

# Delce Junior School Breakfast & After School Club

Delce Junior School, The Tideway, ROCHESTER, Kent, ME1 2NJ

<b>Inspection date</b>	19/06/2013
Previous inspection date	18/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children benefit from good hygiene routines, healthy snacks and regular outdoor play to promote a healthy lifestyle.
- Staff provide a daily art and craft area enabling children to develop their creativity using a range of materials.
- Staff provide a range of materials to enhance children's play and sensory experience, for example soil, sand, peat and pasta.

### It is not yet good because

- Risk assessments are carried out but staff do not recognise all potential hazards and have not taken all possible steps to promote children's safety.
- While children have some opportunities to take part in activities that they have chosen, staff do not always enable children to raise their views about things they like or that really interest them. As a result, not all activities respond to children's specific interests.
- Staff have not provided many reading materials, so children do not have many opportunities to link written words and their meanings, and explore books.

## 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 majority of the inspection was spent observing staff interacting with the children.
- The manager and the inspector carried out some short joint observations.
- Documents were reviewed including safeguarding procedures.
- Parents views were obtained through discussion on the day.

## Inspector

Jane Wakelen

## Full Report

### Information about the setting

Delce Junior School Breakfast & After School Club is privately owned and one of four provisions run by City Way Nursery Limited. It opened in 2008 and operates from Delce Junior School, Rochester, Kent. The club is based in the junior canteen and has access to the outside play area. The provision is open each weekday, term time only, from 7.30am to 8.45am and 3.30pm to 6.00pm for 39 weeks of the year. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 12 children on roll in the early years age range. The out of school club employs a supervisor, who holds a qualification to Level 3, with a core team of four staff. There are an additional seven members of 'bank' staff to help when the numbers require a higher ratio, of whom four hold appropriate early years qualifications.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- identify all hazards within the environment and put measures in place to minimise them, with particular regard to the hinges on toilet doors and trolleys in the main minding room.

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

- improve the opportunities for children to influence resources and activities on offer, so that they are able to become deeply involved in activities of their choice
- further develop children's literacy skills through a variety of texts, including signs, labels, props and story sacks.

## Inspection judgements

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

Children are settled and confident and enjoy plenty of space to move around in. They play with a suitable range of activities and resources that are organised in areas around the room. Staff have a sound knowledge of the seven areas of learning and tries to ensure these areas are implemented. However, the book area is bland and only contains a few books, with cushions and basket of soft toys. There are limited labels around the environment and therefore children are not fully encouraged to enjoy or develop their

understanding of books and written words. Staff sit with the children, becoming involved in their play. They talk to the children about what they are making, doing and encourage children's communication skills. Children enjoy telling the staff about their past and future experiences from home, giving clear, detailed information. Children follow instructions and staff encourage this, promoting children's independence.

Opportunities for children to play outside are encouraged on a daily basis. Children have access to a range of different resources, such as tyres, balls and balancing logs. Staff understand the importance of physical play and allows children to climb the small trees or run up the field to play football with the goals. Indoors children show good hand and eye co-ordination as they draw detailed pictures from memory, or use the paint brushes with the paint palettes. The art and craft table maintains children's concentration through the use of a variety of different resources and materials. For example, children draw, cut and stick, developing their creativity.

Staff select different resources each day and try to vary experiences or extend opportunities using different materials, such as peat, sand and pasta. Children put the dinosaurs in the sand as they act out different scenarios. Other children enjoy using the small diggers in the peat transferring the peat to different places. Opportunities to investigate old DVD players provide children with a developing understanding of how things work. They use the CD player, selecting music and organising friends to come and join in their dancing. However, staff do not explore all ways of enabling children to share their thoughts about what they would like to play with. Consequently, some activities do not fully challenge children or maintain their interests for significant periods of time. Staff are happy for children to request alternative activities or toys but they do not encourage this in all possible ways.

Parents are happy with the care the setting provides for their children. They are able to talk to staff on a daily basis about their children and any messages passed on from the school. Termly newsletters, along with play and stay sessions for parents' enables staff to obtain parental views to make improvements to the care they offer.

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

A core team of staff operate a key person system for the children in the early years age range. They build sound relationships with them and encourage parents to complete a settling in process to ensure the children feel comfortable. In addition, the parents are aware of the role and responsibilities of the staff. Children build good relationships with each other playing in friendship groups from school, or including other new friends from the setting. They are encouraged to be independent selecting their own snacks, pouring their drinks and using the toilet. However, due to a recent injury to a child, supervision when children leave this room has been adapted. Children generally behave well with guidance from the staff. They are encouraged to contribute to the rules of the setting and these are displayed on the wall to remind all children. Children demonstrate good sharing and play well in small groups.

Staff carry out risk assessments for all areas of the setting and have put some measures in place. For example, the door is kept locked leading to the field to prevent anyone entering the building and medication is kept in a locked cabinet. However, some risk assessments do not identify all hazards within the environment, such as the trolleys for storing tables, or exposed hinges on toilet doors. As a result, staff have not taken all possible steps to promote children's safety. Children learn how to keep themselves safe when they walk from other schools. Children wear high visibility jackets, hold hands and learn about a safe place to cross the road. They learn about take risks in controlled situations, learning about their own capabilities.

Staff promote children's healthy lifestyle through daily outdoor play and fresh air. The good procedures for hygiene during food preparation ensure children are protected against cross-contamination of food products. Children are able to read the snack menu and then make choices from the range of snacks available including fresh fruit. They pour their own drinks of milk or water and demonstrate a good understanding why they must wash their hands before eating.

Children play with a sufficient range of resources that is constantly being increased to provide more opportunities for children. Staff pre-select the toys and resources displaying them around the room in different areas. Staff ensure children have resources for indoors and outside to meet their learning requirements.

The after school club operates on a school site. Staff show an appropriate understanding of those children who attend other schools and may be less familiar with the building. Staff ensure that when children start at the setting that they are supported in finding their way around the setting. Group play is encouraged with the support of an adult to help children learn to play together. As a result, children accept each others' differences and personalities.

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

This inspection was brought forward due to concerns raised to Ofsted following an accident involving a child in the setting. The inspection has identified a weakness in the risk assessment process and an action has been set. The risk assessment process does not address all possible areas of hazard, including hinges on toilet doors and trolleys that children can climb on. This means that staff have not taken all possible steps to promote children's safety and is a breach of the requirements of the Statutory Framework for the Early Years Foundation Stage and the Childcare Register. The management have completed all the necessary processes by informing the Local Authority Designated Officer and Ofsted, and have completed health and safety requirements. All information is recorded and kept in a confidential record and some procedures have now been implemented to address the weakness that led to the incident. For example, staff supervise children in this area more closely to promote their safety.

The manager has been at the setting for three and a half years and is establishing

procedures and processes to support children's learning and development. She works alongside her team of staff to establish an effective team. A core team of qualified staff work as key persons for the younger children. They talk daily about activities and try to provide a range to support all areas of learning. They are still developing a system of planning and monitoring of the educational programme. For example, they do not always seek children's views on activities and resources that they would like to play with. While some activities reflect the likes and dislikes of children in the setting, some do not. Children are not able to become as deeply involved as possible in all activities as they do not always fully engage and excite them.

Staff use a tracking sheet to monitor children's stage of development, using national guidance about children's development to support their assessments. Alongside this sheet, they record any particular requests from children or make notes of equipment that would support a particular child's interest. However, these requests are not always reflected in planning. The parents contribute their views through verbal suggestions or on their feedback forms at the play and stay sessions. This information is used to inform the self-evaluation process alongside any relevant requests or suggestions from the children. The manager talks to staff and includes their comments towards the self-evaluation to support continuous improvement.

All staff have a satisfactory knowledge of safeguarding children with regards to child protection. Staff can explain the procedures they would follow if they had any concerns regarding children in their care. They implement the safeguarding policy and are aware of how to access contact details for outside agencies. Secure procedures are in place for recruitment including relevant checks carried out. Bi-annual appraisals provide a system to ensure practitioner's ongoing suitability and identify relevant training needs to support their personal development. Staff at the setting have built sound relationships with the local schools where they collect children from. This enables suitable systems for exchanging information to meet children's individual needs and provide consistency of care.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure all necessary measures are taken to minimise any identified risks (also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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>	EY375746
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	923683
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	50
<b>Name of provider</b>	City Way Nursery Limited
<b>Date of previous inspection</b>	18/11/2009
<b>Telephone number</b>	01634 845724

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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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