

Daisychain Out of School Club



c/o Pendle Primary School, Princess Avenue, Clitheroe, Lancashire, BB7 2AL

Inspection date

18 June 2015

Previous inspection date

7 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Excellent partnerships exist between the teachers, parents and the staff of the club. This means that children are consistently supported and there is a joint approach to extend their learning further.
- Staff support children's personal, social and emotional development to a high level. Younger children benefit from having a key person. Warm and caring relationships exist between staff and children. Consequently, all children feel emotionally secure and are very confident.
- Children enjoy an excellent range of healthy snacks and drinks. They follow highly effective hygiene practices that support their overall well-being. Children have frequent opportunities for active play indoors and outdoors, which promotes their physical development. Consequently, they are learning exceptionally well about healthy lifestyles and self-care.
- Staff promote children's excellent behaviour effectively. They are excellent role models and provide clear expectations of children's behaviour. As a result, children play cooperatively with each other, which supports the development of their social skills exceptionally well.
- Parents are very happy with the service provided and find the staff team very approachable and caring. They praise the range of activities which they feel complements their child's time at school and ensures children enjoy attending the club.

It is not yet outstanding because:

- Opportunities for professional development are not highly effective to raise staff practice to the highest level.

What the setting needs to do to improve further

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

- Strengthen systems for staff training to enhance and build on staff knowledge and skills to extend the good quality of the provision for children even further.

Inspection activities

- The inspector observed activities in the designated rooms and viewed the resources, equipment and the outside space available to the children.
- The inspector spoke with the children, the manager, the staff, the registered providers and carers at appropriate times during the inspection.
- The inspector looked at children's records, evidence of the suitability of adults working at the setting and a range of other documentation, including self-evaluation, staff training and professional development, and risk assessments.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sue Rae

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of the staff interactions is good. Staff know the children's needs and interests well, because they collect good quality information from parents and from the host school. This information and their own observations are used effectively to inform planning from the start. As a result, staff provide sufficient challenge for the children to ensure they are well occupied, and enjoy their time at the club. Staff help children to develop positive attitudes towards learning as they praise their achievements. This supports children's self-esteem and confidence. Children happily and freely choose to join in team games, craft activities, role play and construct models. Children are enthusiastic to practise their skipping skills and they take turns as they learn to skip together. Staff interact well with the children as they play and engage them in group activities. For example, staff ask purposeful questions as children select craft activities. This means children have good opportunities to develop their communication and language, and extend their thinking skills.

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

Children are extremely happy in this highly exciting and stimulating, yet wonderfully nurturing environment. Children explain that they enjoy their time at the club, 'Because there are lots of toys and activities, and they enjoy playing games with the staff and their friends'. Staff encourage children to contribute regularly to the planning of fun activities and healthy snacks. Consequently, children show a very strong sense of belonging. Staff have excellent systems in place to ensure children settle well. For example, staff attend meetings with parents and new children starting school. Staff liaise extremely effectively with teachers to support the continuity of children's care. This allows effective communication to take place ensuring the needs of the children are exceptionally well met. Children are exceptionally well supported as they move from school into the club because staff develop excellent links with school staff.

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

The manager and staff take all necessary steps to keep children safe and well. The providers have a robust recruitment and vetting procedure to ensure staff are suitable for their role. The staff team evaluate the provision regularly and show a strong commitment to creating and maintaining a good quality out-of-school club. There is a range of procedures and policies to support children's good health, safety and well-being. Regular training for staff ensures that they understand child protection procedures and know how to act to protect children. Systems are in place to supervise and support staff. Staff use knowledge gained from qualifications well to meet children's needs. However, opportunities for staff to develop skills through targeted professional development plans are not used to their full potential, in order to enhance staff practice. Staff, parents and children contribute to the improvement of the provision through effective review processes.

Setting details

Unique reference number	EY258909
Local authority	Lancashire
Inspection number	860483
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	90
Number of children on roll	96
Name of provider	Daisychain Out of School Club Partnership
Date of previous inspection	7 December 2011
Telephone number	01200 423539

Daisy Chain Out of School Club was registered in 2003. The club employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. The club opens from Monday to Friday term time only. Sessions are from 7.30am to 9am and from 3.25pm to 5.45pm.

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