

Dorrington Kids Club

Dorrington Primary School, Dorrrington Road, Perry Barr, Birmingham, B42 1QR



Inspection date

30 March 2016

Previous inspection date

4 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Staff have a thorough knowledge and understanding of the learning and development requirements. They plan a wide range of interesting activities which provides a good balance between the areas of learning. A very good choice of toys and resources is available to suit all ages of children. Children's learning at school is well complemented in fun and exciting ways.
- Staff know children very well through their observations and information obtained from parents. They meet children's individual needs and work very effectively together to support the next steps in their learning. Parents are given comprehensive information about the provision's policies and procedures. They are involved in events and children's activities at the provision.
- Staff help children to settle well at the provision so they are emotionally secure. They share information with parents about children's well-being so that their needs are met. Staff support children very effectively in their friendships and behaviour. They ensure that all children feel valued and respect each other. The caring, welcoming environment is a great strength of the provision.
- There is effective monitoring and self-evaluation in place. The well-motivated staff work very well as a team and there is continuous improvement in children's learning experiences. Strong partnerships with other professionals and early years providers help staff to support children very well.

It is not yet outstanding because:

- Staff do not yet make the most of partnership working with the wider community to extend children's knowledge and understanding of people even further.

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 knowledge of the people who make up the wider local community so that strong links are forged in partnership working.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provision manager.
- The inspector held a meeting with the provision manager. She looked at relevant documentation, such as the provision's self-evaluation and evidence of the suitability of staff working in the provision.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure understanding of the effective policies and procedures they implement. They share information with the school in the same building and pass this on to parents. They ensure children use the internet safely at the provision and discuss with parents how they can extend this protection for use at home. There are robust procedures for the collection of children and their safety is given the highest priority. Staff attend training courses to further their continuous professional development. They share their knowledge and practice with other staff and focus on how they can improve children's learning experiences. They evaluate their teaching and planning each week and adapt this to meet the needs of all children in the provision. Staff are supported by the local authority. This helps them to monitor and evaluate the provision effectively and to identify areas for improvement. Parents and children contribute valuable ideas and comments about the activities and the provision.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. The manager ensures staff always use skilful questioning which guides children in their play and learning. Staff wear tags around their necks with examples of open-ended questions printed on them. These remind them to continually challenge children so that they become independent thinkers and learners. This helps to prepare children very well for the next stage in their learning. Children really enjoy making patterns and pictures in shaving foam squirted onto the table. They are imaginative as they create models from play dough. Staff develop children's language and communication skills very well as they encourage them to talk about their models and what they need to create them. Children think carefully during a game in which they need to think of things they might find on a farm, in a school bag or a doctor's surgery. Younger children learn new vocabulary during the game and help each other if a child cannot think of a new word. Children look at a book about dinosaurs together. They share their knowledge and staff encourage them to think about why a dinosaur might have a long neck and what they ate.

Personal development, behaviour and welfare are good

Staff maintain consistency in children's care through their effective, daily communication with parents and children's teachers. A buddy system helps children to settle well and make friends. Children's behaviour is excellent and they form very good relationships with each other and with staff. Children help to make the rules so that they can play safely and happily together. They have an excellent understanding of why they need to share the resources and respect each other's views, ideas and beliefs. They learn to make healthy food choices as they enjoy a range of foods at snack time. Children enjoy daily outdoor play and exercise in the school playground or at the park. They develop their physical skills well through using a wide range of equipment and resources. Children increase their social skills and enjoy mixing with friends of different ages.

Setting details

Unique reference number	229036
Local authority	Birmingham
Inspection number	1040998
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	29
Number of children on roll	41
Name of provider	Dorrington Kids Club Committee
Date of previous inspection	4 October 2012
Telephone number	07940 555263

Dorrington Kids Club was registered in 1994. It is situated in the school building of Dorrington Academy in Perry Barr, Birmingham. The provision employs seven members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3 or 7. One member of staff holds Qualified Teacher Status. The provision opens from Monday to Friday during term time, from 7.45am to 9am and from 3.30pm until 6pm. It also opens from 8am to 6pm during school holidays for three weeks in the summer, one week in February and one week at Easter.

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