

The Den

SOUTH WITHAM CP SCHOOL, Water Lane, Grantham, Lincolnshire, NG33 5PH



Inspection date

9 June 2016

Previous inspection date

Not applicable

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- A key-person system is not in place to ensure young children build close relationships with a familiar and trusted adult. This means children's individualised support for care and learning is not established quickly when they start.
- The provider has not notified Ofsted of a change to the premises used by the club. This has had an impact on the available play space for children.
- Toys and resources are not organised well to encourage children to choose from a broad variety of play and learning experiences.
- Children are not able to enjoy outdoor play and physical exercise at the earliest opportunity due to the organisation of the session.

It has the following strengths

- Staff are extremely kind and friendly. They chat and share jokes with the children. Children show genuine affection towards staff and are pleased to see them after school.
- Partnerships with parents and the host school are good. Club staff share information with teachers about children's achievements at the club. Consequently, children benefit from a shared approach between the two settings they attend.
- Children play in a clean, secure environment. Parents say that staff are skilled at promoting good behaviour so their children feel safe and supported. Staff are sensitive in responding when children are unsettled and they take measures to support children's confidence and growing independence.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure a key person is assigned to each child in the early years age range so that children's individual needs are met and they settle as quickly as possible	01/07/2016
■ fulfil all notification requirements to inform Ofsted of significant changes and events, including any change to the premises which may affect the quality of childcare provided.	24/06/2016

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

- organise the environment more effectively to ensure that children are motivated to select independently from a good range of resources, in order to promote their full enjoyment of activities and develop their interests more
- improve opportunities for all children to enjoy physical exercise, fresh air and outdoor play after school.

Inspection activities

- The inspector observed a range of activities, both inside and outside the setting.
- The inspector carried out a joint observation with the provider.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the provider.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector checked a range of documentation, including suitability of staff and a range of policies, including the safeguarding policy.

Inspector

Emma Woollard

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. All staff fully understand their responsibilities and the procedure to follow if they have concerns regarding a child's welfare. The provider implements thorough recruitment and vetting procedures to ensure all staff are suitable to work with children. However, the setting has now moved to two small rooms within the school. This has had a significant impact on the space available to children and the provider has failed to notify Ofsted of this change. Nevertheless, the provider demonstrates a sound understanding of other requirements in relation to children's welfare. She evaluates and monitors the quality of the club effectively, seeking the views of parents and children. Clear and effective improvement plans are agreed and reviewed regularly to ensure successful outcomes of actions identified. Staff benefit from robust induction procedures and regular supervision to support their own personal development. The manager nurtures the confidence of new staff. They are supported to continue improving their practice through coaching and team-building opportunities. The management team is a good role model for the continued professional development of staff, who are well qualified and experienced.

Quality of teaching, learning and assessment requires improvement

Staff support children's confidence well during creative activities. Children enjoy using paint and glitter to make handprints as they decorate their own unique Father's Day card. However, young children do not have a designated adult with responsibility to work more closely with children and their parents. This means that children's care and learning needs are not quickly identified at the start to ensure they settle quickly. Despite this, parents comment positively on the impact of club staff reading with their children after school. Staff also support children to be independent and develop the skills they need for the next stage in their learning. Children are able to bring resources from home that they can enjoy and share with their friends. However, the variety of toys and equipment is quite limited and is mostly stored where resources cannot be seen or are out of reach of children. This means the environment is not organised well to motivate children to choose from a good variety of play opportunities.

Personal development, behaviour and welfare require improvement

Staff understand the importance of providing children with an opportunity to relax after the school day in an environment that is cosy and welcoming. Sofas, lamps and the decor help to replicate a home-from-home place for children to unwind. However, children do not have an opportunity to enjoy more physical play until after their tea. This means they are having to wait too long before going outside, with some children not benefitting at all from physical exercise before home time. Nevertheless, behaviour is good. Children are happy, confident and they show that they enjoy coming to the club. Older children play with the younger children well and they are thoughtful, caring and kind to each other. Children offer to help with chores, such as hoovering up the glitter. Staff teach children good health and hygiene practices. Children enjoy nutritious cooked meals. These are carefully planned by staff in liaison with the school so children have variety across the day.

Setting details

Unique reference number	EY477588
Local authority	Lincolnshire
Inspection number	975937
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	16
Number of children on roll	22
Name of registered person	Sarah Jayne Moore
Registered person unique reference number	RP515462
Date of previous inspection	Not applicable
Telephone number	07857 248 281

The Den was registered in 2014 and operates from South Witham Community Primary School, in South Witham, Lincolnshire. The club is open each weekday 7am to 8.45am and 3.15pm to 6pm during term time and from 7am to 6pm during school holidays. The setting employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and two at level 3.

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.

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