

# Dallas After School Club

DALLAS ROAD PRIMARY SCHOOL, High Street, Lancaster, LA1 1LD



## Inspection date

24 June 2016

Previous inspection date

23 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- The staff team has made significant improvements since their last inspection. Information from the teaching staff in school is now obtained regularly to inform planning and the self-evaluation of the service provided for parents is maintained.
- Children of all ages demonstrate a close bond and strong attachment to the staff team. Parents report that their children love attending the club, enjoy themselves and have fun.
- Children make good use of the outdoor spaces for active play. They eagerly take part in ball games, running, climbing, and group games and activities. These are some of the activities which promote their physical well-being.
- Children behave well. They show respect for each other and the environment. Staff are good role models who praise children's efforts, promoting a positive atmosphere where all children are valued and given equal opportunity to participate in activities.
- The dedicated staff team is passionate about improving the service they provide to ensure that children from differing backgrounds, cultures and religions are warmly welcomed and are kept safe and secure.

### It is not yet outstanding because:

- Children's interests are not always fully reflected in creative and messy activities to encourage them to take part and to support the next steps in their learning.
- Although performance management arrangements are in place for the staff this has yet to be implemented for the manager.

## What the setting needs to do to improve further

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

- take account of children's next steps and interests more effectively in the planning of creative and messy activities
- strengthen performance management arrangements to ensure all staff, including the manager, are thoroughly supported to achieve consistently high-quality teaching practice.

### Inspection activities

- The inspector had a tour of the after-school club.
- The inspector held discussions with the manager, the staff and the children during the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed children playing in the classroom.
- The inspector looked at a range of documentation, including the policies and procedures, self-evaluation document, information shared by teaching staff and staff suitability checks.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The staff team has a secure knowledge of child protection procedures and understands how to report concerns about children's welfare. The manager and staff team all complete safeguarding training and keep themselves up to date with any additional government requirements through online services. Policies and procedures are implemented effectively to maintain the good quality provision. Children's safety is paramount. Safety checks are completed prior to the arrival of the children and conducted both indoors and outside. The manager evaluates the effectiveness of the club and values the views of parents, children and staff. Staff meetings are held on a regular basis to share information, plan activities and discuss children's needs. One-to-one support for children who require specialised help is provided so all children are engaged and involved in all aspects of the after school provision.

### Quality of teaching, learning and assessment is good

The enthusiastic staff team interacts well with the children attending. They know the children and understand how children learn. Staff gather information about children's next steps to inform the planning. They observe children during their play and obtain additional information from parents and the teaching staff. Staff promote sharing and taking turns in group activities. They ensure that all children are included if they wish to be. During the inspection, children engaged in imaginative role play. The older children helped the younger ones dress up using in a variety of different clothes. Other children concentrated on designing their own badges using small beads. All children play well together and the positive praise from staff successfully builds on children's confidence and self-esteem. Children confidently ask for help from the staff to make a face mask. While doing so, the staff extend and promote children's learning through good questioning techniques and by giving them time to think for themselves. Staff develop good relationships with parents. They keep parents regularly updated with what children have done during their time at the club.

### Personal development, behaviour and welfare are good

Children move confidently around the classroom. They are happy, settled and have developed good relationships with the staff team. Staff value children's ideas and opinions so children often help with the planning of snack and activities. This supports their self-esteem and develops their sense of belonging. Children enjoy access to newly refurbished outdoor facilities where they develop their physical skills. They play football and hoopla, use bats and balls, and enjoy running races. Children behave well. They have plenty of space to move freely around and they play harmoniously together. Staff help children to keep themselves safe and together they negotiate the club's rules. Children are supported to lead a healthy lifestyle and to be independent in their self-care. Good hygiene practices are promoted and children enjoy a healthy and nutritious snack. Children learn to value and respect the difference and diversity of the world around them and within the local community and the host school.

## Setting details

<b>Unique reference number</b>	EY468709
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1041559
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	5 - 10
<b>Total number of places</b>	32
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Jeannette Marie Horn
<b>Registered person unique reference number</b>	RP516673
<b>Date of previous inspection</b>	23 April 2014
<b>Telephone number</b>	07943942090

Dallas After School Club was registered in 2013. It is registered under a private individual in the Dallas Road County Primary School in Lancaster, Lancashire. Sessions run from 3.15pm until 6pm, Monday to Friday, term time only. The club employs six members of staff. Three staff hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 6. The club supports children with special educational needs.

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