

The Dell Out of School Club



Morgans Junior Mixed and Infant School, Morgans Road, Hertford,
Hertfordshire SG13 8DR

Inspection date	14 November 2018
Previous inspection date	27 October 2015

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

The provision is good

- Children attending the club form strong friendships. They demonstrate that they are happy and settled.
- The staff evaluate the club in different ways. For example, they regularly look at the effectiveness of their policies and procedures. Additionally, the management team reviews feedback from parents, children and staff. The team uses this feedback to positively reward individual staff members for their continued efforts.
- Staff promote children's safety. They complete regular risk assessments to ensure that risks and hazards are minimised. Additionally, staff encourage children to understand the importance of their personal safety. For example, they support children to tidy up after their play to reduce trip hazards.
- Children benefit from good opportunities to develop and maintain a healthy lifestyle. They have daily opportunities for fresh air and exercise and they use a wide range of resources, such as climbing equipment, which encourages their physical development.
- Staff observe children and plan activities that link to their interests. This helps children to enjoy the time they spend at the club.

It is not yet outstanding because:

- The monitoring of staff practice is not being used as effectively as possible to drive forward the quality of the provision for children.
- Staff do not always engage parents in what their children are doing at the club.
- Although children enjoy their time at the club and they choose from resources available to them, staff have not considered ways to encourage them to take a more active role in the day-to-day planning of activities.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice in order to drive forward the quality of the provision for children
- provide parents with more opportunities to find out what their children are doing at the club
- extend opportunities for children to make more choices about the range of activities available each day.

Inspection activities

- The inspector accompanied staff collecting young children from their classrooms. She spoke with children and staff at appropriate times throughout the inspection.
- The inspector completed some joint observations with the manager and evaluated these with the manager.
- The inspector held a meeting with a member of the committee and the club manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector observed children take part in activities indoors and outdoors.

Inspector

Jo Rowley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand the procedures to follow if they have concerns about the welfare of children in their care. They undertake regular child protection training and are confident to report concerns to their manager, or other professional. The manager works closely with members of the committee and together they provide regular opportunities for staff to develop their ongoing professional development. For example, supervisory and appraisal meetings enable staff to identify their own strengths and areas for improvement. The manager organises regular staff meetings. These meetings support staff to stay updated with, for example, changes to legislation. In addition to this, individual staff who attend specific training are requested to share their learning with the whole staff team. This means all staff are swiftly updated with changes. Staff develop friendly relationships with parents and parents are complimentary of the staff team. Staff work closely with the host school teaching staff. This ensures that children are fully supported and have their individual needs met.

Quality of teaching, learning and assessment is good

Staff regularly observe young children and they track the good progress they make. Staff identify children's next steps in learning and plan activities that incorporate these to promote their engagement. Children join in with activities that support their imaginations. For example, they create a range of play food with dough. Children make up their own games and ideas and they have fun with friends as they decide what to create next. Staff use effective strategies to extend on what children already know. For example, during a story staff engage children and use open-ended questions. This prompts meaningful discussions and encourages children to think further. Staff promote good opportunities for children to explore the outside area. Children enjoy using torches as the evening becomes darker. They make patterns with the lights and talk about shadows as they take turns with the resources in the garden area. Staff support children to use technology competently and appropriately.

Personal development, behaviour and welfare are good

Children eat a range of snacks and meals, which are prepared on site by staff with suitable awareness of food hygiene. The manager has recently introduced a three-weekly menu to support parents and children to know in advance what is available. The manager ensures that all staff are aware of children's individual health care plans and specific requirements. Staff pay close attention to children's individual dietary needs, enabling them to support children effectively at mealtimes. This keeps children safe and ensures that their individual needs are promoted well. Children learn about appropriate ways in which to behave. Staff follow the procedures established by the host school. This promotes consistency and supports children to learn right from wrong. Children know the club rules and routines. For example, they are quick to help staff tidy up when asked.

Setting details

Unique reference number	509666
Local authority	Hertfordshire
Inspection number	10063539
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 10
Total number of places	70
Number of children on roll	107
Name of registered person	The Committee of The Dell Out of School Club.
Registered person unique reference number	RP519086
Date of previous inspection	27 October 2015
Telephone number	07958 521201

The Dell Out Of School Club registered in 1991. The club employs 15 members of childcare staff. Of these, six hold appropriate childcare qualifications at level 2 and above. The club opens Monday to Friday, from 7.30am until 9am and from 3pm until 6pm, term time only. During the school holidays the club provide a holiday play scheme. This operates Monday to Friday, 7.30am until 6pm.

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