

Dursley Out of School Club



School Road, Highfields, Dursley, Gloucestershire GL11 4NZ

Inspection date	12 February 2019
Previous inspection date	16 November 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		Outstanding	1
Outcomes for children		Not Applicable	

Summary of key findings for parents

This provision is good

- The manager, staff and committee have worked hard to address the issues raised at the previous inspection. For example, they have created a committee folder with the details of all committee members, job descriptions of the different roles and flow charts for actions that need to be carried out when new members are appointed.
- The manager, staff and committee reflect well on the setting, and seek chances to improve the provision. They listen to parents and children and make positive changes, such as reorganising the outdoor play area and sorting out the storage shed so children can easily access the toys and resources.
- Staff are exceptional role models for the children and show considerable respect for them. Children are keen to offer opinions and share ideas, and they listen extremely well to others. Children develop high self-esteem and confidence in different social situations.
- The manager has improved partnerships with school. She seeks information from teachers about what children are doing in school to help provide extensions to experiences in the club, and shares children's achievements with them. Children benefit from consistent experiences that meet their needs and interests extremely well.
- The manager has systems in place for monitoring staff. However, she fails to recognise the many ways that staff can continue their professional development, other than completing mandatory training courses.
- Staff do not provide children with many opportunities to explore and experiment with technology.

What the setting needs to do to improve further

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

- recognise and make the most of different professional development opportunities to enhance staff skills and knowledge
- enhance children's access to different technologies to support their exploration, understanding and skills.

Inspection activities

- The inspector observed the quality of the activities and experiences for the children indoors.
- The inspector took into account the views of parents spoken to on the day of the inspection and through written statements and questionnaires.
- The inspector carried out a joint evaluation of the activities provided with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at samples of paperwork, including risk assessments, policies and procedures, complaints and the setting's action plan.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of leadership and management is good

The manager and staff work well together and reflect on practice and provision to enhance the experiences of the children. For example, the manager provides opportunities for staff to plan activities that meet children's changing interests. She encourages staff to consider what worked well and not so well, and what they could change next time. Staff keep parents informed about the activities children take part in. For instance, they share the photographs they take during the sessions and exchange information with parents as they collect children from the club. The manager makes sure staff keep their knowledge of safeguarding up to date. For instance, recent training has resulted in changes to policies for collecting and managing personal data and updating knowledge about keeping children safe. Staff know when and how to refer concerns about the welfare of children. Arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

Children enthusiastically share with staff what they have done as they are collected from the school. They are keen to get to the club and eagerly discuss what they want to play with. Staff provide a wide range of activities with plenty of resources, such as pens, paper, glue, small-world toys and ice with objects frozen inside. Children excitedly discuss how they can get the toys and other items out of the ice. Other children choose to join in a card game with a member of staff. They count the numbers on the cards and enjoy taking turns or being the winner. Other children talk with staff as they create pictures, choosing their favourite colours and deciding who they will give the pictures to. Children use their imagination well as they create a playground with the pretend snow for the penguins to play in. They develop storylines and older children help younger ones by dropping the snow onto the tray saying there is a snow storm.

Personal development, behaviour and welfare are outstanding

Children show exceptional care and consideration for each other and the club's pet guinea pigs. For example, older children help younger ones as they struggle to get the toys out of the ice. They hold the ice cube to let younger children bang the hammer onto the golf tee. Older children offer encouragement that keeps the younger children trying and then they both celebrate the success as they get the toy figure out of the ice. Children handle the guinea pigs with exceptional care, talk softly to them and feed them by hand. They understand to treat them gently and help return them to their cages at the end of the session. Other children willingly volunteer to help staff prepare snack. They set out tables and chairs, ask other children for their food choices and help serve the children their snack and drinks. Children's behaviour is exceptional. Staff are highly skilled and sensitive to all children and model exemplary behaviour themselves. They listen attentively to children and encourage them to respect different points of view. Children show high levels of self-control and respect for others and play fairly. For example, during joint games they immediately acknowledge when they are 'out' without complaint and celebrate others' victories in winning the game.

Setting details

Unique reference number	101468
Local authority	Gloucestershire
Inspection number	10060725
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 8
Total number of places	30
Number of children on roll	41
Name of registered person	Dursley Out of School Club Committee
Registered person unique reference number	RP905680
Date of previous inspection	16 November 2015
Telephone number	01453 544588

Dursley Out of School Club registered in 1995 and is based in the grounds of Dursley Primary School, Gloucestershire. The setting offers a breakfast club, after-school club and a holiday play scheme. It is open Monday to Friday from 7.45am until 9am for the breakfast club and 3pm until 6pm for the after-school club, during term time. During the holidays the setting is open from 8am to 6pm. There is a team of six staff, four of whom have relevant childcare qualifications at level 3.

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