

Inspection of Dussindale Breakfast And After School Club

36 Vane Close, Norwich, Norfolk NR7 0US

Inspection date:

9 June 2021

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and sociable. Throughout the session, there is the sound of cheerful chatter and laughter. Children greet visitors with curiosity and talk about their experiences at the club and home. They demonstrate independence and eagerly select the games or toys that they want to play with on arrival at the club. Younger children carefully select small dinosaur toys and transport them to the construction area and grass outdoors. They make them 'homes' and take them on 'outside adventures'. Children show staff and their friends, inviting more people to join in, though they playfully warn others that some dinosaurs are carnivores and might like to nibble them.

Older children use their imaginative skills as they play active games with friends. They use their home experiences of playing video games to help them decide the rules and act out various characters. Children also use art materials to design their own games, which often have detailed stories and colourful characters of the children's own creation. Children know they can speak to staff if they need help or are feeling sad. They appear to feel safe and secure at the club. Children listen carefully to staff and understand the rules of the club well. For instance, they know that they need to walk indoors and be kind to others.

What does the early years setting do well and what does it need to do better?

- The manager uses the senior manager's observations and feedback to help her reflect on children's experiences and identify potential improvements. She also seeks children's and parents' feedback to gather ideas and check the quality of the provision.
- Staff know children's unique personalities well. They are sensitive to children's feelings and recognise when they need space to unwind after a long day or want to chat. Staff pay good attention to children's interests. They plan activities and provide interesting materials and resources for children to explore and be creative with. Children proudly label their water cups with their names and concentrate as they make delicate jewellery from buttons and pipe cleaners.
- Staff make good use of group talks to help children learn about being healthy. They talk to children about the hot weather and how important it is to stay hydrated. Children understand that they need to keep cool and stay in the shade if they feel too warm. They clean their hands before sitting down for snack or pouring themselves a drink of water. Staff provide a variety of healthy snacks and talk to children about making balanced food choices. However, staff do not involve children fully in some self-care routines, such as applying their own sun cream.
- Staff develop lovely relationships with children. They are good role models and

are skilled in talking children through their actions, exploring alternatives and helping them to develop negotiation skills. This supports children's positive behaviour.

- Parents praise the staffs' excellent communication and how they work to understand each child's needs and celebrate their cultural backgrounds. Parents report that staff are a vital link between home and school when children attend both before- and after-school sessions. They talk about how much their children enjoy attending the club and how they have fun.
- The club has a good relationship with its host school. The manager is working on ways to enhance consistency for children between the settings even further. For example, staff are establishing shared behavioural strategies and support plans.
- Children are keen to tell the inspector about their favourite things to do at club and which toys and resources they like best. They particularly enjoy the variety of craft and art activities and the large outdoor space that they use to play enthusiastically. Children play ball games, practise with sports equipment and delight in using chalks to create huge artworks on the ground.
- Staff provide children with time to play together and do not interrupt unnecessarily. This helps children to build confidence in navigating shared games and making friendships.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of safeguarding and child protection. They know how to identify and refer any concerns, including any regarding the behaviour of an adult. Staff access a variety of in-depth training, which is refreshed regularly. This contributes to their robust knowledge and practice. When appointing new staff, the senior manager follows thorough recruitment processes to assure herself that staff are suitable.

Setting details

Unique reference number	EY563634
Local authority	Norfolk
Inspection number	10194294
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 at time of inspection	3 to 10
Total number of places	18
Number of children on roll	43
Name of registered person	The Benjamin Foundation
Registered person unique reference number	RP903125
Telephone number	07826 861611
Date of previous inspection	Not applicable

Information about this early years setting

Dussindale Breakfast and After School Club registered in 2018 and is located on the Dussindale Primary School site. The club employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 6. The club opens Monday to Friday from 7.30am to 9am and 3pm to 6pm during term time.

Information about this inspection

Inspector

Kate Oakley

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The manager took the inspector on a learning walk and discussed the setting's arrangements for self-evaluation and the current areas identified for improvement.
- The inspector observed the quality of staff interactions with children during activities indoors and outdoors and assessed the impact this has on children's experiences.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The manager, senior manager and inspector had a number of discussions. The inspector also looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.

We carried out this inspection 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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