

Inspection of Dallas Road Kids Club

Lancaster Boys and Girls Club, Dallas Road, LANCASTER LA1 1TP

Inspection date: 11 May 2022

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children excitedly enter the setting, having been collected from school by friendly and caring staff. They have built positive relationships with the whole staff team and demonstrate that they feel safe and happy. Staff are very good role models and have high expectations for children. The environment is warm and welcoming, children can choose to relax, socialise with friends, read or take part in activities. Children's behaviour is very good. They listen carefully to staff and are respectful of one another. Children are confident communicators and share that they feel happy at the club and enjoy taking part in decision making.

The environment is well planned and children can access a range of interesting activities. For example, children enjoy making models, taking part in team games in the outdoor area, playing board games with staff or reading their favourite book. Children play well together. They organise their own play and work cooperatively to achieve certain tasks. For example, children look at a non-fiction book to reference their favourite characters and discuss the similarities and differences of each character.

The setting has carefully considered its practices due to the COVID-19 pandemic. Staff ask parents to collect children from the foyer rather than entering the setting. This is to prevent lots of people accessing the space where children are playing.

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

- The management team have a strong vision for the setting. They want to create a relaxed space, where children are supported to build important skills, such as confidence and resilience, to help them through life. Staff listen to children's thoughts and ideas and involve them in planning activities. This allows children to learn the art of decision-making and working alongside others.
- Staff work exceptionally well with teaching staff from the school. Every week, they receive planned activities from teachers, which allows them to extend children's learning. For example, children who have been learning about minibeasts in school enjoy making their own minibeasts using salt dough. They discuss how the dry mix changes when water is added. This meaningful partnership working allows children to share their prior knowledge with the setting staff and extend their thinking.
- All areas of learning are promoted in the setting. For example, children read ingredients as they take part in a baking activity, that supports their literacy skills. Children particularly enjoy physical activities, such as football, netball and running races. There are multiple activities to support children's developing physical skills. Children are encouraged to choose their own activity and be

independent.

- Children demonstrate respect and an understanding of the needs of others. Staff support children's emotional well-being extremely well. For example, they encourage children to join in with cooperative play to promote new friendships. Every day staff choose individual children to be 'golden rule monitors'. These children wear a medal and are asked to remind others about positive behaviour, such as using kind words and friendly voices. This gives children the opportunity to help one another.
- Staff work in partnership with parents and seek their views on activity ideas and things their children may like. Many parents attended the setting when they were children and are very supportive of the importance of the setting within the local community. Parents have been particularly thankful for all the hard work staff have done during the pandemic. They comment 'the staff team is really friendly and they really care for children'.
- The manager supports the staff team well. Staff receive effective inductions when they start employment, attend regular supervision meetings and receive support for continued professional development. The setting evaluates their practice and regularly considers how they can make things even better for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the safeguarding policy and the procedures they must follow if they are concerned about a child's welfare. They attend safeguarding training as part of their induction and their knowledge is regularly reviewed by the manager. The provider and manager follow safer recruitment procedures to ensure that all staff are suitable to work with children. Staff give utmost consideration to children's safety. For example, they complete regular risk assessments and ensure that all gates are locked in the outdoor area before children use the area to play. Children are taught about personal safety. For example, staff teach children the potential dangers of befriending someone on social media that they do not know.

Setting details

Unique reference number	EY410308
Local authority	Lancashire
Inspection number	10235410
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	4 to 11
Total number of places	48
Number of children on roll	90
Name of registered person	Dallas Road Kids Club
Registered person unique reference number	RP531968
Telephone number	01524 849106
Date of previous inspection	6 December 2016

Information about this early years setting

Dallas Road Kids Club was registered in 2010. It is privately owned and situated in the centre of Lancaster. The setting opens five days a week from 3.15pm to 6pm, during term time and from 8am to 6pm, during school holidays. There are five members of staff. Of these, one has qualified teacher status, two hold degrees in child and family studies and one has an appropriate early years qualification at level 5.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector carried out a tour of the setting. She held regular discussions with the provider, manager, staff and children throughout the inspection.
- The inspector spoke to parents. Their views were taken into account during the inspection.
- The inspector observed the interactions between staff and children throughout the inspection.
- A sample of documentation was observed by the inspector and evidence of staff suitability was checked.

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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