

Inspection of The Dell Out of School Club

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

Inspection date:

16 September 2024

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 enjoy their time at this relaxed, welcoming setting. The thoughtful organisation means that younger children have dedicated play areas, helping them to feel secure and comfortable. Children build warm relationships with staff. They reflect staffs' good example and show care and consideration for others. For instance, older children playing football thoughtfully include younger children. They explain the game to them and make the goal areas larger to make it easier to score goals. This sensitive interaction supports children in building the skills that aid their communication, interaction and learning. Children work well together, discussing problems and finding solutions. For example, when the football becomes stuck in the parachute, children work together to push the ball towards the edge and catch it as it drops.

Good daily practice and ongoing discussions with staff assist children in understanding healthy practices. For instance, children help themselves to fresh fruit and make their own wraps at teatime. They discuss the fillings they are using and talk about the importance of eating a variety of healthy options. Children are learning how to assess risks and keep themselves and others safe. For example, children playing football note that the ball may go across other children playing nearby. They move the goals so that they can play safely.

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

- Staff work well with the voluntary management committee and all are committed to the ongoing development of the setting. They review their work, identifying good practice and areas for further development. For example, there are plans to further develop partnership working with parents.
- Staff well-being is sensitively promoted and they receive regular supervision, enabling them to address any concerns and develop their practice further. Staff appreciate the ethos of out-of-school care and recognise children's need to wind down and relax after a busy day at school or during the school holidays. They work together to offer children a well-balanced variety of opportunities to relax, play and build on their skills and knowledge.
- Staff interact well with the children, helping them to extend their play and enjoy their time at the setting. For instance, when children play basketball, staff help them to record their scores using tally charts. Children are excited about this, eagerly comparing their scores. Ongoing interactions such as this help children to build on their learning.
- Children are excited about their play, confidently trying new skills and challenging themselves. For instance, children playing basketball enjoy the extended challenge of trying to get the ball into tyres. They allot points for each

tyre and persevere as they aim for these. They are pleased when they succeed, eagerly congratulating one another.

- Staff support children in building on their communication skills. They observe children's play and encourage them to explain this. For example, children eagerly explain how they have sorted toy cars according to colour.
- Staff show children they value their views, involving them in making daily decisions. For example, children talk with staff about the crafts and activities they would like. They remember to consider others and recognise that they all have different interests, learning to respect these and compromise.
- Children have practical opportunities that aid them in learning about other cultures and ways of life. For instance, at teatime they talk about the foods they eat at home, going on to discuss different family traditions and beliefs.
- Staff communicate well with parents, for example, through regular newsletters, daily discussions and electronic communication. This ensures that parents understand the activities offered and what their children have been doing.
- Staff work well in partnership with the school and nursery. They exchange information about children's needs and interests, helping to ensure that children's care is consistent. Staff are aware of the topics children are covering in school and offer activities that support children in building on their skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	509666
Local authority	Hertfordshire
Inspection number	10354991
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 11
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
Telephone number	07958 521201
Date of previous inspection	14 November 2018

Information about this early years setting

The Dell Out of School Club registered in 1992. It is situated on the site of Morgans Junior Mixed and Infant School and is independently run by a voluntary management committee. The setting employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time. Sessions are from 7.30am until 9am and from 3pm until 6pm. During the school holidays, sessions are on Monday to Friday, from 7.30am until 6pm.

Information about this inspection

Inspector
Kelly Eyre

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the areas used by children.
- The inspector observed interactions between staff and children inside and outside. She and a manager discussed and reviewed activities.
- Meetings were held between the inspector, managers and members of the voluntary management committee.
- The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

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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