

The Dell Out of School Club

Inspection report for early years provision

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Inspector Fiona Robinson

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Dell Out Of School Club was registered in 1991. It operates from Morgans School in Hertford, Hertfordshire. All children share access to a secure, enclosed outdoor play area and can also use the school playground. The club supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 40 children aged from three to under eight years may attend at any one time. Currently there are 230 children from three to 11 years on roll. The club opens each weekday and offers the children of Morgans School a breakfast session from 7.45am until 9am and after school care from 3pm until 6pm. There is also a lunch club from 11.45am until 12.55pm and an afternoon session called Dellytots for morning nursery school children, offering provision from 12.55pm until 3.25pm. These children may stay on to the Dellytots Late Club, which runs until 6pm. Children attend for a variety of the sessions on offer. The holiday play scheme is open from 7.45am to 6pm and welcomes children from other schools in the local and surrounding areas.

There are 19 members of staff who work at the out of school club over different sessions. Of these, one has completed a BA Hons degree in Educational Studies; one holds a National Vocational Qualification (NVQ) at level 5; two hold NVQs at level 3; four hold NVQs at level 2; and one member of staff is working towards a NVQ at level 3. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children achieve well because staff take into account their individual needs and interests. They are fully included in a mostly good range of indoor and outdoor activities. Staff are very skilled at increasing children's understanding of healthy eating and children have an outstanding appreciation of how to keep healthy. There are good links with parents and carers, the host school and the club benefits from the use of the outdoor area. The manager and staff have a good knowledge of the club's strengths and areas for improvement. They demonstrate a good commitment towards the sustained and continuous improvement of the club.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve opportunities for children to explore and investigate their natural environment
- improve the use of technology to support children's learning.

The effectiveness of leadership and management of the early years provision

Safeguarding is good because staff have a widespread awareness of health and safety and child protection issues. They regularly undertake risk assessments to minimise danger. Comprehensive policies and procedures are implemented to ensure children are kept safe. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine. Staff are deployed effectively so that children are supervised at all times in the indoor and outdoor environments. There are rigorous procedures in place for the collection of children and robust staff recruitment and vetting procedures to ensure the suitability of adults working with the children. Children have access to a good range of well-maintained resources and equipment.

The club is well-led and managed. Staff meet together regularly to discuss planning and areas for improvement. Good progress has been made in addressing the recommendation of the previous inspection. Staff work well as a team and regularly access relevant training courses to enhance their expertise. Good self-evaluation systems ensure that improvements have a positive impact on the children's experiences. Staff have a good understanding of further improvements and regular monitoring takes place. However, the range and use of information and communication technology resources is limited. Activities are regularly monitored and realistic targets are set for children in the early years age range. Staff make effective use of a developing range of resources to meet the needs of most of the children. Staff actively promote equality and diversity and ensure that children are integrated into activities and the celebration of festivals, such as Pancake Day.

Partnerships with parents and carers are good. Staff work hard to keep them updated about special events and holiday activities, such as animal week, through newsletters, informal discussions and the parents' notice board. Parents of children in the early years age group are kept well informed of their child's achievements and progress. Staff share the children's learning journeys and assessment records with them on a regular basis. Feedback from parents indicates that they feel staff are caring and approachable. Parents of those who attend the after school and holiday play scheme are pleased with the care and play activities which their children experience. There are good links with the host school. Children attending the club benefit from the use of both the school's and playgroup's outdoor areas. Staff liaise regularly with children's parents, staff at the host school and outside agencies to ensure continuity of care for all children. Staff are experienced in caring for children with special educational needs and/or disabilities, and support them well in their learning.

The quality and standards of the early years provision and outcomes for children

Play is well organised and purposeful and children achieve well. Staff have a good understanding of the children's interests and include these in activities. Key staff regularly monitor children's achievements and include examples of their work in their assessment records and learning journeys. Staff are refining ways in which children's progress is recorded. They are looking at including photographic evidence of children's progress and achievements in their learning journeys. Children are keen to take part in an interesting range of activities and achieve well. However, opportunities to explore and investigate their natural environment are limited. Themes such as spring, summer, Easter and space enrich the children's experiences. Communication, language and literacy skills are developed well through role play. They listen well to a story about a bear hunt and are keen to join in with familiar parts of the tale. Their creative skills are developed well as they print patterns with leaves, paint pictures of springtime and draw pictures of their family. They skilfully create hedgehog shapes out of their handprints.

As part of their Hawaiian week theme, the children made grass skirts and sunglasses to wear and made fruit punch to drink. Very good use is made of trips during holidays. For example, they visit the local swimming pool and walk to the woods. They benefit from workshops on street dance and drama. Children develop their creativity well as they make moon cakes and models of aliens and craters as part of their theme on space. They enjoy listening to talks about animals and are excited when they see African snails, millipedes and snakes. Children behave well and are thoughtful and considerate of one another. They listen carefully, take turns and share resources sensibly as they play tabletop games. They understand rules and boundaries because staff have a consistent approach to managing behaviour. Children cooperate well when playing parachute games and helped to compile the club rules. They are provided with a good range of resources and activities to promote a positive view of the wider world. Festivals, such as Harvest, Diwali, Christmas and the Chinese New Year enrich their experiences and give children a good appreciation of other cultures, lifestyles, customs, dress and food. Staff have a very good relationship with the children. They actively promote their independence and encourage them to select their own activities.

The children are developing a good understanding of keeping themselves safe. They learn to take turns on the activity trail and larger play equipment so they do not fall and hurt themselves or others. They benefit from talks on safety from the fire service and staff. They develop a good understanding of crossing the road safely on outings. Children have an excellent understanding of keeping themselves healthy. They learn how to make healthy choices at snack time and help to prepare pizzas with healthy toppings. They use equipment safely as they prepare fruit salads and fruit kebabs. Children develop their physical skills very well as they play football, cricket, tag-rugby and ball games outdoors. They benefit from coaching sessions and are keen to practise their skills and play team games. Children's understanding of the benefits of a healthy diet and exercise is outstanding. They have access to drinking water throughout the day and enjoy eating a wide range of fresh fruits. They skilfully design chef's hats and enjoy

cooking healthy foods for their cafe. Overall, children are acquiring skills that will help and support them well in the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met