

Richmond Dragon Club

Inspection report for early years provision

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Inspection date	22/03/2011
Inspector	Janet Keeling

Setting address	Richmond Primary School, Stoke Road, Hinckley, Leicestershire, LE10 3EA
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Richmond Dragon Club opened in 2001. It is run by a voluntary management committee and operates from facilities at Richmond Primary School in Hinckley, Leicestershire. Children have access to the school's playground and playing fields. The setting provides after school care for children and families from the local and surrounding areas.

A maximum of 32 children from three to under eight years may attend the setting at any one time. It currently takes children from four years of age and also offers care to children aged eight to 11 years. There are currently 58 children on roll and, of these, seven children are within the early years age group. The club opens Monday to Friday from 3.20pm to 5.30pm during school term time only. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff who work directly with the children. Of these, three hold a relevant qualification at level 3 and one holds a qualification at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, clearly enjoy their time at the club and share warm, friendly relationships with staff and their peers. They engage in a wide range of interesting and enjoyable activities which take account of their interests and learning needs. Staff are caring, work well as a team and strive to offer an inclusive and welcoming service where all children are valued and respected as individuals. Effective partnerships with parents and the host school have been firmly established, ensuring good continuity of care for all children. All staff demonstrate a positive commitment towards sustained improvement and are in the process of developing an effective self-evaluation system. The setting is well placed to develop in the future.

What steps need to be taken to improve provision further?

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

- improve the organisation of the hall to ensure children have a designated area where they can relax and play quietly
- continue the process of self-evaluation in order to identify further the setting's strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding children. All staff have a good understanding of child protection procedures, are aware of possible signs and symptoms of abuse and know who to contact should they be concerned about a child in their care. Effective procedures for the recruitment and vetting of staff are in place, together with good systems for the induction of new staff. The manager and staff have a good understanding of health and safety issues and have written policies and procedures in place to support the running of the setting. Risk assessments are completed and cover the indoor and outdoor environments. Written fire procedures are in place and staff ensure that regular fire drills are completed. Staff routinely verify the identity of all visitors and have a visitors' book in place. The effective deployment of staff ensures that children are supervised safely at all times. Good quality resources are accessible and fully support children's learning and interests. However, while staff organise the hall well they have not made provision for children who wish to relax and play quietly.

Staff are enthusiastic, motivated and work well together as a team. They have a good understanding of their roles and responsibilities and have addressed the recommendations made at the previous inspection. They are committed to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. Systems for monitoring the quality of the setting are developing well, although staff do not yet have a full understanding of the setting's main strengths and weaknesses. Methods to promote equality and diversity thread through the club. This is successfully achieved through activities, access to equipment that is representative of diversity and through open discussions between staff and children. Regular staff meetings provide valuable opportunities for staff to meet and discuss any practice issues. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated, which supports children's care and well-being.

Partnerships with parents and carers are good. Children benefit from the warm and relaxed relationships that have been established between their parents and the staff. The daily exchange of information ensures that children's changing needs are consistently met, particularly for children with special educational needs and/or disabilities. All required documentation, such as contracts and consents, are completed and well maintained. A parents' notice board and regular newsletters ensure that parents and carers have access to information about the day to day running of the club. Parents are also able to access the setting's policies and procedures at each session. Parents speak very highly of the club and say that their children are happy and enjoy their time there. They also commented that staff are approachable, friendly and supportive. The manager and staff have also developed very positive relationships with teachers at the host school and other agencies, and as a result, children's needs are fully supported.

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

Children benefit from a welcoming environment and are fully aware of the day-to-day routine. Staff are friendly, caring and spend quality time interacting and supporting children as they play. On admission to the setting all required documentation is completed, which records children's individual needs, so they are cared for according to their parents' wishes. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. Staff know the children very well, observe and assess them as they play and use information gained to fully support each child's learning and interests. Consequently, children are happy at the setting and enjoy the range of activities. The manager has also introduced learning records for all children which record details about their achievements. Feedback from children during the inspection was very positive. They stated that they were very happy and enjoyed meeting up and playing with their friends.

On arrival at the setting children receive a warm welcome from staff who have set out activities in readiness for their arrival. Children are also very aware of what other resources are available and confidently ask staff for different toys and equipment during the session. Groups of children choose their own activities and follow their own interests. For example, there is great excitement and laughter when a group of children set up a take away cafe. They decide on their roles and have great fun preparing and delivering the food. At the creative table, children talk happily together as they make beaded necklaces and bracelets. One child says she is making a present for her grandfather. Children play well independently and with their peers and show respect for each other as they share and take turns. There is great excitement and friendly competitiveness as a group of children play billiards. They cooperate very well together and celebrate the winner's achievement. Their understanding of diversity is supported very well in the group as staff encourage positive, open discussion about people's similarities and differences and they recognise and celebrate cultural festivals throughout the year. Children have good opportunities to develop their physical skills and have daily access to the outdoor areas. They relish being outdoors, where they cooperate well while playing team games and skilfully use skipping ropes, bats and balls.

Children have a good awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children to use equipment safely and that they must inform a member of staff before leaving the room. They are aware of what to do in an emergency because they regularly engage in emergency evacuation procedures. Their understanding of good hygiene practices is reinforced throughout sessions. Healthy eating is promoted as children access a range of nutritious foods at snack time. Drinking water is readily available to the children, ensuring they remain hydrated. Children are polite, well mannered and show concern for each other as they play and interact together. They develop confidence and self-esteem because staff give regular praise, encouragement and support. Consequently, their behaviour is very good. Children are also encouraged to display their own work alongside the

beautiful photographs of themselves engaged in a wide range of activities, and as a result, their sense of belonging is further supported.

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	2
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