

Sinfin Community Childcare Out of School Club

Stenson Fields Community Primary School, Goathland Road, Stenson Fields, Derby, Derbyshire, DE24 3BW

Inspection date	03/02/2014
Previous inspection date	08/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have good relationships with the host school, which enables them to share what they know about the children and provide continuity for them. This means their learning and development needs are well met.
- Parents are very complimentary about the way in which children develop their confidence and self-esteem.
- Children thoroughly enjoy coming to the club because they have fun. Activities complement the children's school experiences.
- Children are happy and settle quickly, which is due to the welcoming environment and friendly approach by staff.

It is not yet outstanding because

- On occasions, staff miss opportunities to talk to children about healthy eating. As a result, children are not always aware of healthy foods they can eat to encourage a healthy lifestyle.
- Children do not have regular outside play while at the club. This means they are not participating in enough exercise outside to help their all-round development and their understanding of the effect exercise has on their bodies.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children engaged in activities inside.
- The inspector spoke to children and staff and held a discussion with the manager.
- The inspector invited the manager to complete a joint observation.
- The inspector sampled some documentation and records, including children's learning journals and staff files.
- The inspector viewed a sample of the club's policies and procedures.

Inspector

Janice Hughes

Full report

Information about the setting

Sinfin Community Childcare Out of School Club opened in 2006 and is on the Early Years Register and the both compulsory and voluntary parts of the Childcare Register. It operates from the community room at Stenson Primary School, Stenson Fields, Derbyshire. It also has access to the dining room and is able to make occasional use of the school hall. In addition, there is access to the school field for outside play.

The club is open each weekday during term time from 7.30am to 8.50pm and from 3.15pm to 6pm. There are currently 32 children on roll, two of whom are in the early years age range. Children attend for a variety of sessions. Three members of staff work with the children. Of these, two hold appropriate early years qualifications at level 3 and one is unqualified. The club receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase the opportunities to talk to children about healthy eating, so that they increase their awareness of healthy options and how these contribute towards a healthy lifestyle

- provide regular access to outside, to ensure children participate in exercise activities, to help develop their all-round development and their understanding of the effect exercise has on their bodies.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are eager to attend the club and motivated to learn, and they talk regularly and confidently with staff. They have access to a variety of age-appropriate toys and resources to encourage them to make good progress in their learning and development. Staff understand that children need time to pursue their own learning without interruption. They provide good opportunities for children to complete activities to their satisfaction and to return to the activity when they wish. They have a good knowledge of the prime and specific areas of learning. They are mindful that children have been at school all day and plan a range of adult-led and spontaneous activities to promote their learning through play. This ensures that children remain interested, stimulated and have fun. The freedom to choose their own play enables children either to follow their own interests or engage in an adult-led activity. Staff demonstrate that they know the children well. They regularly monitor and evaluate children's progress and act on the findings, in order to maximise

learning opportunities. Photographs and samples of children's work are presented in individual books. These are shared with parents to ensure that they are fully aware of their child's progress and development. Staff find out all about the children to ensure that they provide a service that meets their individual needs. They gather some 'all about me' information on the registration forms, which includes details, such as family, favourite toys and activities and what the child can do, which helps staff to establish children's interests. A good tracking system is used with colour-coded information, which is added to planning and helps staff identify any gaps in children's learning and progress.

All of the children attend school through the day, therefore, the manager is aware that activities need to complement what they do there. Staff have good communication with the reception class teacher and regularly share what they know about the children and find out what topics they are covering. They also discuss each individual child to establish where they are doing well and what skills they may require further help with, such as helping them with addition and subtraction sums or introducing new vocabulary when reading books so that simple targets are set. Staff are effectively involved in what the children do and extend their learning well. For example, when staff join in with the creative activity of exploring glitter, they encourage children to write their name and make patterns. Children do this and chat to staff about the letters in their name. They explain that the patterns are 'wavy' and 'curvy'. Staff suggest the children can make 'swirly' patterns and together they complete the task. Staff emphasise the rhyming in the words and children repeat them, add some of their own and giggle as they make up words. This activity therefore encourages children's creativity, imagination and literacy skills. Children ask questions and make statements. They ask staff if they want to write their name on one of the cards, they talk about where things go and figure out how they will get small bricks to stay in the back of the truck. Children's mathematical skills are aided through fun activities, such as playing games, predicting and estimating how much of each ingredient is required in baking, and calculating how many children still need to have tea.

Staff plan a focused activity each night. Children love these activities and flock to join in. They are well organised and each child has a turn at participating. For example, they make cheese straws. Staff provide the ingredients and instructions, and children follow these instructions well. Children independently gather the dough, choose which cheese they want to use and mould it into shapes, such as hearts. They ask questions, such as 'How much cheese do I need?' and 'Can I use both cheeses?' as well as 'How long does it take for them to cook?' and 'Can we eat it afterwards?' Staff answer the questions clearly and provide encouragement and praise for all children. Once the straws are complete, children use the camera and take photographs of their achievements for their own folders of achievement and the club's 'activity book'. These are shared with parents, who say they like the books because they provide information about what their children have been achieving and doing at the club. Children's ideas are valued and included in the planning of activities. Staff and children talk about what they enjoy and what they would like to do, and this is fed into the planning. All children help to devise diagrams with ideas, and decide some of the activities they would like to participate in. This shows that planning is effective in helping children to learn and sustain their interests, and that they play an active part in the life of the club. Children confidently and eagerly express what they like about their club. They particularly enjoy making things, drawing and playing games. They like the fact they can ask for anything they want and choose the activities to participate in.

The staff team are committed to providing children with good quality care and learning. Above all, children are having fun as they participate in a range of exciting activities with their friends after school.

The contribution of the early years provision to the well-being of children

Good, warm and caring relationships between staff and children are evident. There is an effective key person system in place for the children in the early years age range. This promotes consistency of care and enables staff to get to know individual children well. All staff help children to settle, feel secure and develop a sense of belonging. As a result, children establish good emotional attachments. In discussions with parents, they are very complimentary about the way in which their children grow in their confidence and self-esteem at the club. Staff are good role models of behaviour and attitude, and children follow their example. Children are polite and show they have learned to share, take turns, make friends and behave in an acceptable manner. They display a good awareness of responsibility within the setting. For example, children relish in opportunities to help staff by taking on roles, and older children are very caring towards their younger peers. Children are learning to respect each other's differences. Children's behaviour is good. They are encouraged to talk about and recognise their own needs and those of others. They are involved in agreeing the club's 'golden rules' and they are kind and caring towards their friends. This supports their feeling of safety within the club. Staff demonstrate that children are valued and respected.

Staff place a high priority on children's safety. Children are learning to keep themselves safe as they practise the fire evacuation procedure, which helps them learn what to do in an emergency. They learn about road safety and stranger danger when they go on outings, for example, to the local shops, library and park. Children are developing a generally good understanding of why it is important to lead healthy lifestyles. They are provided with nutritious, home-made meals. For example, on the day of the inspection they enjoyed pizza, salad and fruit, with drinks available throughout the session. Children access their meal whenever they feel hungry and independently serve themselves. They wash their hands before eating and understand the importance of this procedure. However, there are missed opportunities to talk about healthy foods, to encourage children to learn even more about healthy eating. Staff chat to them while they are eating, but do not always make reference to the 'good' healthy food they are eating. This opportunity is also missed while the children are making their cheese straws. Children do not have regular outside time while at the club; this is mainly due to the restraints of the play area. They do enjoy some physical games inside. As a result, although children have opportunities to be outside during the school day, the club does not provide enough opportunities for exercise outside so that children gain more awareness of the effect it has on their bodies and to further support their all-round development.

The club is well resourced for indoor play to support children's learning and development. Both boys and girls are equally encouraged to participate in a wide range of activities to build on their current knowledge and skills. Staff make sure there is time to talk about and reflect upon the children's day in school. This also provides a platform to discuss their feelings and any concerns. They have access to a range of resources, play opportunities

and activities which reflect diversity and acknowledge cultural differences, for example, books, puzzles, and games that represent diversity. Indoor space is well organised to provide a stimulating and welcoming environment for children. Resources are well deployed and are easily accessible, which helps to foster children's choice and plays an active role in their learning. Good links with the host school ensure that children are provided with the effective support for the move between the club and school. Staff share information, both verbally and in writing, with the school and parents to ensure that children's needs are met, to help them to make progress and to provide continuity of care.

The effectiveness of the leadership and management of the early years provision

The manager is very organised and therefore the club is effectively led and managed. Staff have a good knowledge and understanding of safeguarding procedures and how to protect children. There are effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. Good systems are in place to keep children safe. The premises are secure and visitors are required to sign the visitors' book to further safeguard the children. In addition, children are supervised well at all times. The premises are safe and secure and there are good arrangements for admitting visitors and for handing children over to their parents. Risks to children are effectively identified and minimised through a combination of daily checks and written risk assessments. Clear and precise policies, procedures and documentation underpin practice very well and help to keep children safe, secure and protected from harm.

The manager and staff have an effective understanding of the learning and development requirements relevant to their provision. They liaise closely with the host school to ensure that they fully support children's continued learning. The club has a clear vision for the future. Staff value and respect the views of both parents and children as part of their self-evaluation process. Parents complete questionnaires and children are encouraged to express their views. Staff are committed and passionate about providing the best possible care and learning for the children. They demonstrate a strong commitment to continuous improvement. All the actions and recommendations from the last inspection have been successfully completed. Accurate identification of priorities through self-evaluation and implementing these provides continued and systematic improvement to the quality of the club. The manager monitors staff performance through regular meetings, one-to-one supervisions and annual appraisals. Staff have opportunities to develop their knowledge and skills through attending training courses, and a training matrix is in place to ensure all relevant training is completed, such as first aid and safeguarding.

The club establishes good links with teaching staff at Stenson Primary School. The headteacher comments that she is very pleased with the organisation of the club and the relationships they have formed with the school. The manager is aware of the need to work in partnership with others as the need arises in order to help children who may need extra support to close gaps in learning. When planning activities for the club, the manager supports the educational programmes children are following in school. Staff act as a bridge between teachers and parents to provide continuity of care as they drop off and collect the children at school each day. Staff are available to discuss a child's day with

parents, and the website and newsletters keep parents informed about the club and the services they are offering. In discussion with parents during the inspection, comments indicate that they are very happy with the service their children receive. They notice their children are happy and settled, and children also state that they enjoy coming to the club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY320340
Local authority	Derbyshire
Inspection number	873227
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	23
Number of children on roll	32
Name of provider	Sinfin Community Childcare
Date of previous inspection	08/10/2008
Telephone number	01332 772452

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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