

Richmond Dragon Club

Richmond Primary School, Towers Drive, Hinckley, LE10 0ZD



Inspection date

8 June 2015

Previous inspection date

22 March 2011

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

Summary of key findings for parents

This provision is good

- The children enjoy a good variety of activities indoors and outdoors that encourage them to be active and promotes their all-round development.
- Children are protected because staff have a secure understanding of their role and responsibility to safeguard children. Steps are taken to minimise potential risks both indoors and outside so children remain safe.
- Children enjoy healthy snacks each day that take account of their individual dietary needs and preferences. Children make choices with regard to food and drink and snack time is a happy, social occasion.
- Children with special educational needs and/or disabilities are cared for particularly well as staff work closely with parents to ensure their child's needs are known and met.
- Staff have formed strong relationships with parents and actively seek their views and comments about the service they provide. Staff also work closely with teaching staff to support and extend the topics and activities that children are involved in within the school day.

It is not yet outstanding because:

- Children do not have the opportunity to see positive images of diversity and the wider world to extend their understanding of differences in society.
- There are fewer opportunities for children to extend their understanding of information and communication technology, and how things work.

What the setting needs to do to improve further

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

- enhance children's developing awareness and understanding of diversity and the wider world, for example, by making better use of resources that reflect the similarities and differences in relation to families, cultures and languages
- extend children's understanding of how things work, for example, by incorporating more information and communication technology resources into their play.

Inspection activities

- The inspector observed activities indoors and in the outdoor learning environment and completed a joint observation of an activity with the manager.
- The inspector spent time with the manager of the provision, and spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector reviewed evidence of the suitability of all members of staff, their qualifications and the provider's processes for self-evaluation.
- The inspector reviewed documentation, including children's records, staff records, and a selection of policies and procedures.

Inspector

Tracey Boland

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children enjoy a wide variety of activities that takes account of their interests and extends their understanding of topics covered during their day in school. Good relationships between children and staff have developed and children are confident and relaxed within the daily routines. Children freely access resources and post their ideas about activities they would like on a planning board and staff include their ideas in the weekly planning. Children have opportunity to learn about different cultural events throughout the year. However, the current programme for diversity does not yet support children in gaining a wider awareness of the differences and similarities in their families and the community. Children enjoy being creative and an extensive variety of craft materials enable them to explore colours, texture and use their imagination. Opportunities to build and construct are plentiful and children proudly show their parents what they have made. Children use electronic tablets to play appropriate games. However, opportunities for them to gain more understanding of how machines, and information and communication technology work are not readily planned for or imaginatively resourced.

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

Children's individual needs are well known by staff who gather required information from parents at the start of their child's placement. Children enjoy a wide variety of snacks each day that support their understanding of foods that are better for their health and well-being. They access a large outdoor play area where a wide range of resources and activities encourage them to be active. Behaviour is very good within the club. Children are polite and courteous towards each other and share the resources well. Staff are good role models and clear boundaries are in place which support children to understand what behaviour is acceptable in the club. Children's confidence and self-esteem are nurtured through the praise and encouragement they receive from staff.

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

Staff are secure in their knowledge of safeguarding and protecting children from abuse and neglect. Robust recruitment procedures are in place and all staff complete suitability checks, which helps protect children. Detailed risk assessments identify potential risks and staff take good steps to minimise them. Clear routines are established for meeting children after school and escorting them safely into the club. Staff and teaching staff support each other in extending experiences for children that support their learning within school. Staff are proactive with regard to their own professional development. Recent training relating to caring for children with autism has broadened their understanding and use the information to support children with special educational needs and/or disabilities. Parents are very happy with the care provided for their children and feel the club offers an invaluable service. The views of parents and children are sought about the service provided and staff reflect on practice within the club in order to continually develop the service.

Setting details

Unique reference number	EY222131
Local authority	Leicestershire
Inspection number	855750
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	32
Number of children on roll	65
Name of provider	Richmond Dragon Club Committee
Date of previous inspection	22 March 2011
Telephone number	01455 637266 Fax 639929

Richmond Dragon Club was registered in 2001. It operates from Richmond Primary School. The setting is open from 3.20pm until 5.30pm term time only. The setting employs five staff. Of these, four hold appropriate early years qualifications at level 3 and one is unqualified.

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