

# The Activity Club - Willington

The Old Schoolhouse, Castle Way, Willington, Derby, Derbyshire, DE65 6BT

<b>Inspection date</b>	29/10/2013
Previous inspection date	17/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 very good relationships with the children. They are warm and sensitive to their needs, which means children feel secure in their care and play happily alongside each other.
- Children are confident and feel valued as they contribute to the planning of activities. They know how to behave and enjoy attending the club.
- Staff have a good understanding of the ways in which children learn best and are highly skilled in engaging children in activities, to build on what they already know and can do.
- Partnerships with parents is strong. Staff are open and honest with parents who are well informed and have a good understanding of how staff keep their children safe.

### It is not yet outstanding because

- Occasionally, links with some schools which the children attend are not always robust enough to ensure children's very good learning is fully complemented across settings.
- Systems to evaluate the impact of staff's very good practice are not always fully focused to further enhance their professional development.

## 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 activities in the club rooms and in the playground
- The inspector spoke with children, staff and parents throughout the inspection and took account of their views.
- The inspector held meetings with the manager and the proprietor.
- The inspector looked at a sample of documentation, including policies and procedures.

## Inspector

Elaine Tomlinson

## Full Report

### Information about the setting

The Activity Club was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Willington area of Derby, and is privately owned. The club serves the local area and is accessible to all children. It operates from the old school building and uses two large playrooms and the kitchen. There is a fully enclosed area available for outdoor play.

The club opens each week day 7.30am to 9am and 2.45 to 6pm, during school term time and from 7.30am to 6pm during school holidays. Children attend for a variety of sessions. There are currently 81 on roll, of whom seven are in the early years age group. The setting supports children with special educational needs and/or disabilities. There are eleven staff members employed to work with the children, seven of whom hold appropriate childcare qualifications.

### What the setting needs to do to improve further

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

- extend systems for performance management further in order to evaluate the impact of staff's very good practice, for example, by developing procedures to undertake peer observations
  
- enhance relationships with the schools children attend in order to share information about what they are learning, to build even more on what they know and can do.

### Inspection judgements

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

Children thoroughly enjoy attending the out of school club where they happily engage with their peers in a spacious and welcoming environment. Children can make choices from a broad range of resources about what they want to do. The staff supervise the children well and engage them in a good range of challenging and interesting play experiences. Therefore, children are happy to attend.

Children speak to the staff and each other with confidence. Language development is supported as they play, through sharing ideas, thoughts and opinions. Staff model good examples of language and have a secure knowledge of how children learn. Interactions between staff and children are very positive and adults support and extend children's

learning through play and respond to their individual needs appropriately. For example, during a cooking activity when reading the recipe, the staff member supports the youngest child with letter sounds and encourages the older children to read it for themselves. Children are, subsequently, active learners.

The environment is arranged effectively to support children's learning and development. Writing materials are readily available and further enhance children's emerging writing skills. A range of fiction and non-fiction books are accessible in a comfy corner where children relax and have some quiet time, this enhances their literacy. Craft activities extend children's knowledge of the world as they learn, for example, about the ancient Egyptians as they make pyramids. A selection of board games promote mathematics and encourage children of all ages to work together to solve problems. For example, children support each other in a game involving numbers and counting.

The outdoor area is easily accessible and offers a wide range of equipment to promote physical development and independence. For example, the older children engage in a game of hockey with a staff member, while the younger children organise a skipping game amongst themselves.

Staff have a robust understanding of what the children already know and can do. The key person system ensures that the weekly planning of age-appropriate activities and the recording of developmental progress is consistent and accurate. Staff conduct regular observations and assessments of children, which means the next steps in each child's learning to be effectively identified. Records show that good progress is being made towards the early learning goals and these are shared with the parents each half term. Planning incorporates the next steps for children and provides a balanced mix of adult-led and child-initiated activities across all areas of learning. A robust system to support children with special educational needs and/or disabilities ensures that specific targets for their ongoing development are met.

Partnerships with parents are good and they share two-way information daily when dropping off or picking up their children. A basic enrolment form and 'all about me' forms are completed by parents when the child first starts and each child has a record book in which the staff record significant events. This information exchange ensures that children's individual needs are met during their time at the club.

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

Children are confident, happy and comfortable in their surroundings. Their personal, social and emotional skills develop as they play happily together and form strong friendships across all age groups. Staff are warm and sensitive to the children who they support to feel secure in their care as they develop strong and positive relationships and this is supported by an effective key person system. By involving children in the planning of activities and encouraging contributions to the menus, children feel valued and enjoy

being part of the setting.

Staff are excellent role models and, as a result, children are extremely well behaved and show great respect for their friends, staff and their environment. Children express their thoughts about the club by stating that; 'It's fun', 'I love the staff, they are kind'. Staff have developed great relationships with parents who are also very complimentary about the club. For example, one parent states; 'my daughters are really well supported' and 'the staff are steady and consistent'.

Children's safety is a priority at the holiday club. Staff are proactive in managing risk and positively encourage children to explore and play safely. The rules for a game of hockey are clearly explained and children listen carefully and follow instructions well. They understand their routines and boundaries, which enhances their sense of safety and belonging.

Children thoroughly enjoy lunch time as they sit together and socialise while eating and drinking. Healthy lifestyles are promoted through a range of tasty foods, such as salad, tuna, yoghurts and sandwiches, which the children are encouraged to serve themselves. Staff sit with children at meal times and engage in their conversation, discussing, for example, what their favourite vegetable is. Children have an enhanced understanding of healthy practices through routines, such as hand washing, and are confident in managing their own needs and accessing the facilities independently. Staff encourage older children to support their peers with daily tasks. For example, tying shoe laces.

During school term time older children access a separate club room where they are supported to plan and carry out activities of their choosing. This promotes self-confidence and independence and ensures that they have opportunity to further extend their development and express their likes and dislikes. During the walks to and from school older children are buddied with a younger child to develop relationships across the ages. This fosters a sense of responsibility and prepares the younger children for transition into the room.

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

The club has a very low staff turnover and, as a result, staff work well as a team. The provider and staff are enthusiastic and committed to providing high quality childcare and education for all children attending the club. The management team have a good overview of the delivery of the educational programmes and encourage staff to work together to plan and evaluate practice. For example, the key persons meet weekly to ensure that staff build on what the children already know and can do.

The provider fully understands her responsibilities under the safeguarding requirements and, thus, children's welfare is promoted well within the setting. Staff recruitment procedures are robust and the management team have recently attended safeguarding

training to update their knowledge. Subsequently, staff have a good understanding of how to keep children safe from harm. Staff are clear about child protection procedures and whom to report any concerns to. This means children are safe and protected while attending the club. Likewise, staff can deal with minor injuries and incidents to support children's well-being.

Effective policies and procedures are in place, which staff adhere to appropriately. Risk assessments of the premises and resources are implemented and policies and procedures are embedded in practice to maintain children's safety. Successful evaluation of practice and the club's needs, clearly identify any areas for further improvement and actions to address these are put in place to good effect. Recommendations from the last inspection have been addressed and support effective practice.

The staff team meet regularly to discuss and evaluate their practice. There are effective performance management systems in place and annual appraisals provide opportunities for staff to evaluate their own practice and professional development. However, they have not yet fully explored the use of other methods to evaluate staff practice, including peer observations. This means opportunities to fully benefit from each other's knowledge and experiences and further enhance professional development are not used as well as possible.

All staff are fully committed to working in partnership with parents. Parents are invited to visit the club, which supports their children to settle quickly as individual needs have been identified and effectively addressed. Policies are shared openly with the parents and, consequently, they understand how staff keep their children safe and promote their well-being. The club has a strong relationship with the neighbouring pre-school and works hard to build partnerships with the nine schools the children attend. The manager has developed robust relations with one particular school where staff attend meetings to discuss the children's learning and development. Some information is shared daily between all settings, however, this does not fully include information about children's learning, which means sometimes opportunities are missed to further complement learning across settings.

### **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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

<b>Unique reference number</b>	EY248186
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	877498
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	45
<b>Number of children on roll</b>	81
<b>Name of provider</b>	The Activity Club Limited
<b>Date of previous inspection</b>	17/09/2009
<b>Telephone number</b>	07788 728391

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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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