**Early Years and Childcare Register: 503961**

**Date of previous Ofsted inspection: 03.04.14**

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| **OUR SETTING** |
| **Main Characteristics of the setting** |
| Dovedale kids’ club is situated in Dovedale Primary School. Liverpool  |
| **Building/areas used** |
| Breakfast club operates from the Infant hall. Infant afterschool operates from there also and the junior’s afterschool operates from the canteen in the junior department. |
| **Organisation** **(links with school or Children’s Centre)** |
| Kids’ Club maintains very good links with the school. Regular meetings are held between the manager and the senior leadership team and daily hand overs take place with the children’s teaching and support staff. |
| **Outdoor space** |
| Dovedale school has a large playground with an Adventure Area that is available for all children to use. This includes a new adventure area which has large climbing frames and balance bars. There are opportunities for children to ride scooters, play ball games, climb, balance, skip and socialise with friends. |
| **Access / Disability access** |
| Out of Hours Kids’ Club operates from the infant hall and junior buildings and has disabled access to both. |
| **Hours and days we operate** |
| Operating times are 7.45 until the start of the school day for breakfast club and the end of the school day until 5.45 for afterschool club, term time only.  |
| **Maximum number of places** |
| 120 |
| **STAFF DEPLOYMENT AND QUALIFICATIONS** |
| The site manager has a level three qualification in Playwork and a level four qualification in Management. We have recently appointed an After-school Site Manager Bernadette Burke-Whyte who will be responsible for running the after – school in the junior school but Jeannette Davies will remain as overall Site Manager. The newly appointed After-school Site Manager has a Degree in Education Studies and Special and Inclusive Needs and has worked for Out of Hours Kids’ Club for a number of years as a Deputy Site Manager. There are two deputies and both hold a Level 3 qualification. The playwork staff undertake core training in Health and Safety, Paediatric First Aid, Food Safety Training, Safeguarding (including Prevent Duty) and First Aid at work wherever necessary. The training file on site is updated regularly. Out of Hours Kids’ Club have five sites in South Liverpool. We have peripatetic staff who can be moved to another site if necessary to cover staff absence.We have also recently appointed a cook who will prepare all of the snacks for the children in line with the schools food trust healthy eating guidelines.  |
| **Recruitment and Retention**  |
| The admin centre holds all the documentation for Out of Hours Kids Club Ltd recruitment and selection. All staff are DBS checked and complete annual renewal paperwork for continued suitability, disqualification by association and staff medication forms which can be found in staff personal files on site. Staff core training details are found within our Continued Professional Development folders on site and copies are in personal files. The staffing and HR Manager track staff sickness and attendance, personal development and progression. |
| **Special features of setting** |
| The setting has a wide range of play equipment including scooters, scooter boards and access to the adventure area. We also have access to the adventure play area which offers the children lots of opportunities to promote their physical skills.  |
| **Views of others** |
| Questionnaires are used to obtain feedback from children, parents and staff. Evaluation of feedback is available on site. We are trying out a number of different ways to obtain feedback from the children. A recent initiative has been to do a vote with your feet activity whereby children had the opportunity to stand behind a number of statements that they had helped to create.  |
| **LEADERSHIP AND MANAGEMENT** |
| Managers are responsible for staff deployment on site. Weekly rotas are used to make best possible use of staff time and peer observations are used to identify strengths and areas for development. |
| **Support for children.**  |
| Children are encouraged to be independent. They wash their hands before snack and after using the toilet. The children choose their own activities and staff are deployed to facilitate the children’s play. |
| **EQUALITY, DIVERSITY AND BRITISH VALUES** |
| Children are encouraged to share and take turns. Equality of Opportunity is promoted be staff who are good role models. Core values of respect and tolerance are promoted at all times. This ensures children are kept safe and protected from bullying, extremism and radicalisation. Children are involved in developing the behaviour management of the setting. This ensures they have a clear understanding of what is acceptable behaviour and what is not. The children behave well and develop good relationships with their peers. Staff are trained to monitor and observe the children and understand the need to share information with other agencies. Recent feedback sessions have encouraged the children to have a right to their own opinion, to express their likes and dislikes and to have a greater ownership for the setting by voting to express what they want to do.  |
| **LEARNING AND DEVELOPMENT** |
| **Staff understanding of children’s development** |
| Many of the staff have Early year’s qualifications and staff retention is good so staff have a lot of experience of how to promote and nurture children’s development through stimulating and fun play opportunities. |
| **Setting high expectations, becoming confident learners** |
| Staff give children the freedom to speak and listen during registration and through play to develop their confidence. The children mix with other children older than themselves and make friends and gain confidence in their social interactions.  |
| **WORKING IN PARTNERSHIP WITH PARENTS AND TEACHING STAFF** |
| **Personal development, behaviour and welfare**  |
| **Key workers** |
| Children are allocated a key worker during their reception year. The key workers watch and listen to the children as they engage in play and demonstrate their specific knowledge, understanding and skills. A record is made by the key worker of these events with photographs which can be shared with the parents. Each reception child has an individual learning journey folder on site. From September 2018 we will be introducing ‘Tapestry’ which is a programme that will enable us to record all of our observations on a tablet and offer access to parents.  |
| **Behaviour and ground rules** |
| Children at Kids’ Club are involved in setting ground rules. Kind Hands, Kind Words and Kind Feet are common to all of our sites. Children follow simple rules and listen to instructions. All children are encouraged to share, take turns and play well together**.**  |
| **Healthy diet, physical exercise** |
| Kids’ Club follow the School Food Guidelines for our snack and breakfasts. We ensure children are served food which does not contain excessive amounts of fat, salt or sugar. Children’s dietary needs with regard to allergies and intolerances are catered for. Children at Kids’ Club have opportunities for physical play outdoors (weather permitting) and indoors (depending upon space available). |
| **OUTCOMES FOR CHILDREN – Brief statement** |
| Key workers and staff at Kids’ Club are aware of early year’s goals and outcomes and work with parents and school staff to help the children to achieve these goals. These may include helping children to develop a positive sense of themselves and others, improve their skills in counting numbers, calculating simple addition and subtraction problems. |
| **Overall effectiveness** |
| At Kids’ Club the judgements of the staff are comparable with national standards. Staff endeavour to ensure that the assessment process is reliable, accurate and secure. Staff have good relationships with early year’s staff in the schools we operate in and can share information with those staff to support the schools delivery of the Foundation Stage. |
| **How we meet the needs of children using our service** |
| Registration forms (renewed annually) are used to ensure details of medical, dietary needs. Permissions are noted for photographs to be taken and used for our website. Regular dialogue with the parents/carers ensures that we are kept up to date with any changes to the children’s needs.  |
| **How we ensure children feel safe and secure** |
| Staff wear uniforms and ID badges. Their photographs are displayed on the notice board. Staff ensure children know where they can play and any areas that are out of bounds. Staff get to know the children and build up secure relationships with them and their parents. Children are encouraged to talk to staff about anything that may be worrying them. The juniors have a worry box where they can make a note of anything bothering them. This has proved to be helpful at the start of the September term when the children make the transition from the infants to the juniors for afterschool clubs.After discussions with the school about the need for additional security on the school yard after the introduction of the adventure play area the access and egress to the setting have been changed. The gates around the school will now all be locked leaving only one entrance open for access to the school. |
| **How we support transitions** |
| Kids’ Club operate an open door policy which means new children and their parents can visit when they wish to help them to make the right choice for their childcare provider. Staff talk to parents and children and provide information leaflets about our service. Transitions are managed to ensure children are secure.  |
| **How safeguarding and welfare requirements are met** |
| Kids’ Club take all necessary steps to keep children safe and well. We ensure the suitability of adults who have contact with children by following safe recruitment guidelines. The manager at Dovedale has undertaken Safer Recruitment Training and Regular Updates and is part of the HR team in the admin office who are responsible for checking suitability, work history, right to work in the UK and references. We have policies and procedures to safeguard children. Managers are designated to take lead responsibility for safeguarding children in every setting. The Site Manager at Dovedale is the company Responsible Officer for Safeguarding. All staff have up to date training and knowledge of safeguarding issues. Details of staff training can be found in staff files on site.  |
| **Evaluation of practice and securing continuous improvement** |
| Evaluation of the staff team is carried out using a range of methods. We use peers observations to evaluate how each member of the team is carrying out specific areas. We also use group meetings to provide the staff with the opportunity to express their views on aspects of the service. One to one meetings are held with all staff to enable them to discuss any personal areas with us in confidence. The one to one meetings enable staff to identify both their strengths and areas where they may benefit from additional support. They can often also just provide staff with the opportunity to discuss any concerns that they may be facing in their personal lives.Out of Hours continually strive to improve the service provided for the children and their parents. Parents are now able to pay their fees by bank transfer as opposed to cash or cheque on site. This has freed up some time on site and made the process more straight forward. Parents commented that they no longer have to remember to bring cash or cheque books when coming to collect their children. In November the site got new toys and resources from their wish list. This is an ongoing list generated over the year to replace toys and equipment that are broken or have pieces missing. It also provided the opportunity for the children to provide ideas for equipment and resources that they would like. Dovedale children received toy cars, dolls, jigsaws, books, a Wii dance game, a till and some role play shop items. Additional seating, cushions and throws for the reading area, sensory fidget stools, recording equipment, dual language books and a Pen Pal reading system. Natural material construction toys and games.  |