

Inspection of The Den Out of School Club

Alsager Institute, Green Drive, Alsager, Stoke on Trent ST7 2EQ

Inspection date:

25 September 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children arrive with smiles on their faces each afternoon. Their laughter and singing fills the air. Everywhere that you look, children are immersed in play. The atmosphere buzzes with their excitement. Staff are good role models. They provide children with clear expectations for their behaviour. Children behave well and show positive attitudes towards their play. Staff know children incredibly well. They plan activities that capture children's interests and keep them motivated to play. For example, children relish collecting leaves and twigs to create an autumnal wreath. Staff listen to children with genuine interest. They ask them questions about their time at school. Children excitedly share what they have been learning at school. For instance, children demonstrate to staff how to draw in the style of different artists.

Staff encourage children to express their individuality through dancing and imaginative play. For example, children enact the roles of chefs. They explore paint and create self-portraits. Children travel to a 'magical land' while pretending to be on an aeroplane. Staff encourage children to develop their independence from an early age. For example, children wash their hands before eating. They take care of their personal belongings and help to tidy toys away.

Staff provide opportunities for children to take part in relaxation activities. For example, children enjoy listening to different music while snuggled up with each other. They are fascinated while exploring the sensory room. They talk about the different coloured lights and the calming effect the sound of water has on them. Children develop a good awareness of mindfulness. They are confident to talk about their feelings and emotions. Children are caring and thoughtful individuals.

What does the early years setting do well and what does it need to do better?

- The setting has effective systems in place for self-evaluation. It continually reflects on how it can make the play environment more inviting to children. For example, the setting has introduced play equipment, such as a pool table, to promote children's social skills. This has worked exceptionally well. Children show excellent social skills while playing together. They follow rules and cheer their friends on.
- Effective arrangements are in place for staff's supervision and appraisals. Staff are given realistic targets to meet. They attend mandatory training and share best practice with each other. However, the setting has identified that it would like staff to attend more training to help to improve their overall professional practice.
- The support in place for children with special educational needs and/or

disabilities (SEND) is good. Intervention plans are monitored with precision and shared with parents and carers, teachers and external professionals. Children with SEND get the support that they need and they flourish at this nurturing setting.

- The setting has devised a play programme that is built on what children already know and can do. Children enjoy an array of play experiences. For example, they talk with fondness of a recent trip to the seaside. They recall building sandcastles and listening to the sound of the sea. These broad experiences help children to gain a good understanding of the world around them.
- Staff teach children about similarities and differences between themselves and others. For example, they provide activities for children to learn about different cultures, faiths and religions. Children discuss how some people have different coloured skin, eyes and hair. They are tolerant individuals. Children show kindness towards others and their behaviour is excellent.
- The setting gives high priority to children's emotional well-being. Staff spend time getting to know children and their families during the settling-in period. Children settle quickly. They develop trusting relationships with staff and with their friends. Children have a strong sense of belonging.
- Staff support children's physical development well. They provide a range of activities to promote children's physical endurance. For example, staff encourage children to jump and run while taking part in dodgeball. Children demonstrate resilience while learning new skills during football. They show excellent physical dexterity, coordination and balance.
- Staff teach children about the importance of living a healthy lifestyle. They talk to children about eating healthy foods, taking regular exercise and following good hygiene practices. Children discuss the importance of looking after their teeth. They notice the effect that exercise has on their bodies. For example, children talk about the rhythm of their heartbeats after taking part in sports activities.
- Partnership working is strong. Links with the local authority and schools are built on trust and respect. Parents receive regular updates about their children's time at the setting. Staff provide parents with information about events taking place in the local community and how they can access universal services, such as healthcare. Parents spoke highly of the setting. They commended staff for their loving and caring nature. A strong sense of togetherness pervades this setting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2681787
Local authority	Cheshire East
Inspection number	10350690
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 12
Total number of places	27
Number of children on roll	47
Name of registered person	Bradbury, Karen Jane
Registered person unique reference number	RP908482
Telephone number	07712 738007
Date of previous inspection	Not applicable

Information about this early years setting

The Den Out of School Club registered in 2022 and is located in Alsager. The setting is open Monday to Friday, from 7am until 9am, and from 3pm until 6pm, term time only. The setting also opens a holiday club and operates during the school holidays. Sessions are from 7.30am to 5.30pm, Monday to Friday. In total, a team of three staff work at the setting. All hold an early years qualification at level 3.

Information about this inspection

Inspector
Luke Heaney

Inspection activities

- The manager and the inspector completed a learning walk.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- Discussions were held with the leadership and management team.
- The inspector observed adult-led activities and children during their play.
- The inspector viewed a sample of documentation, including staff suitability checks.

We carried out this inspection 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.

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