



All Hallows Kabin (O.O.S.C.)

Inspection report for early years provision

Unique Reference Number 258604
Inspection date 11 April 2006
Inspector Janice Broddle

Setting Address c/o All Hallows Primary School, Priory Road, Gedling, Gedling, Nottinghamshire, NG4 3JZ
Telephone number 0115 9617698
E-mail
Registered person All Hallows Kabin (O.O.S.C)
Type of inspection Childcare
Type of care Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

All-Hallows Kabin (O.O.S.C.) is a committee run provision. It opened in 2001 and operates from a port-a-cabin on the school site at All Hallows Primary school in the Gedling area of Nottingham.

A maximum of 18 children may attend the facility at any one time. The facility is open from 08.00 to 09.00 and 15.00 to 18.00 during term time, and from 08.00 to 18.00 during school holidays and inset days, closing only for Bank Holidays. Children have access to the school playground for outdoor play. There are currently 27 children on roll for the breakfast club, 31 on roll for the after school club, and 115 on roll for the

holiday club. Children attending come from the local catchment area, most of them attend All Hallows school, although, some children attend other local schools. Children can attend for a variety of sessions. The facility currently supports a number of children with special educational needs, all children currently attending, speak English as their first language.

The facility employs 10 staff in total, 9 of whom, including the supervisor, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and warm environment. Effective cleaning routines and hygiene practices, such as cleaning tables with anti-bacterial spray prior to meals, help to minimise the risk of cross infection. Appropriate arrangements for first aid are in place ensuring children receive swift and appropriate attention following any accidents. Children learn about personal hygiene through daily routines such as hand washing prior to lunch and after using the toilet.

All children have regular meals and drinks in line with parental wishes. Staff are aware of children's specific dietary requirements through effective record keeping systems and discussion with parents, and ensure that these are met. The setting works in co-operation with the school to promote healthy eating. Children attending the holiday club bring packed lunches and parents are encouraged to include fresh fruits and vegetables, and minimise processed and sugary foods. Children's learning is extended as staff plan and provide activities related to this theme, such as making fresh-fruit smoothies with the children, which they then have for snack, and by participating in a promotion by a local supermarket to raise awareness and introduce children to healthier options.

Children benefit from regular opportunities for fresh air and physical play. They access the outdoor school play ground area most days where they play games and use a range of equipment to promote their co-ordination and control, such as bicycles, go-carts, scooters, skipping ropes and balls. Children practice their hand-eye co-ordination by accessing a wide range of play materials such as pens and pencils, scissors and small joining equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are looked after in an environment where they are effectively protected from the risk of accidents. Staff are vigilant and carry out daily safety checks to reduce potential hazards and children safely move around and select their play materials. A new security feature is effective in alerting staff to anyone entering or leaving the building, however entry is not restricted and it is possible for children to leave the building unsupervised, which exposes them to possible danger. Children use good

quality toys and equipment and there are sound systems in place to check that they remain safe for them to use. Staff plan activities well, ensuring that they are appropriate for children's levels of development. Storage is well designed which enables children to safely and independently access equipment.

Children learn to keep themselves and others safe through discussion and safe practices. For example, regular fire drills ensure that children can evacuate the building quickly in the event of an emergency, and staff remind them of safe ways to carry toys, and of rules regarding indoor physical play, in order to minimise the risk of accidents. Children are kept safe on outings and when being taken to, and collected from, school, due to clear procedures that are effectively implemented by staff. They plan well to ensure that they can effectively supervise the children and respond appropriately in the event of an accident or emergency whilst outside of the building.

Children's welfare is effectively promoted because staff have a sound awareness of their responsibilities regarding child protection and are fully familiar with the setting's clear policies and procedures. Several staff, including the Supervisor, have undertaken appropriate training to develop their knowledge and understanding of issues and know the relevant agencies to contact.

Helping children achieve well and enjoy what they do

The provision is good.

Children have good relationships with staff and confidently express their opinions and views. They engage with them in animated conversations and confidently seek support when required, for example, when asking them to play games with them. Children relate well to each other and have formed firm friendships. They mainly play in small groups and in pairs, although children wishing to play alone, or engage in specific activities with adults, are able to do so.

Children are happy and enjoy their time at the setting. The environment is bright and stimulating and children enter happily, quickly settling to their chosen activity. They move around independently, freely selecting their toys and play materials from the broad range available. Staff use one section of the room to present planned activities. These are varied and interesting, providing opportunities for children to design, create, experiment and explore, and they eagerly participate. For example, they melt wax and use this to create marble designs on eggs for Easter; they plant bulbs and make edible Easter nests. Individual children have clear favourites, such as craft activities and construction toys, and they are able to access these freely, and as frequently as they choose. Daily routines include regular times outdoors, weather permitting, where children enjoy a broad range of physical games and activities.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting, and are content and settled. Staff have a good knowledge of children's individual needs through effective documentation and

ongoing communication with parents. Children with special needs integrate well with the group. Equipment and resources are adapted to ensure all children are able to participate fully. Children are learning a positive attitude to differences within society as staff effectively implement the setting's equal opportunities policy. They learn about the wider world through toys and resources, and explore different beliefs through planned activities and by celebrating festivals of other religions.

Children are valued and respected. Staff actively seek their views and opinions, for example, by having meetings with them to share ideas, and through the use of a 'suggestion tree' to which children add leaves with their recorded suggestions. Staff then consider these ideas when planning activities. This helps to develop a sense of belonging and of children's own self worth. Children form positive relationships with each other and with adults, and play co-operatively together. They behave well and are aware of the boundaries due to staff's good example, and their clear and consistent explanations. Children are encouraged to take responsibility for their environment, which helps to promote a sense of ownership, and they readily and harmoniously work together to tidy toys away after use.

Children's wellbeing is promoted by the effective relationships that staff develop with parents. Parents are kept well informed about children's activities and the setting's policies and procedures through a comprehensive information booklet, regular newsletters, notice boards and displays.

Organisation

The organisation is good.

Children benefit from being cared for by consistent staff who are appropriately qualified. Recruitment and selection procedures ensure that they are suitably vetted and experienced, however, they do not ensure that staff are both physically and mentally suitable to work with children. All legally required documentation, which contributes to children's health, safety and well-being, is in place. Children's records contain a good level of information to ensure that staff can meet their individual needs.

Staff are clear of their roles and responsibilities due to the comprehensive induction procedures implemented. There are clear systems in place to provide ongoing support and training which improves the quality of care for children. Children are well supervised and supported during activities due to the effective deployment of staff. They access a broad and varied range of activities, which are appropriate to their level of development, and they are happy and confident within the setting. They are able to move freely around their identified play areas and make independent choices regarding their play and activities due to the effective organisation of space and resources. Overall children's needs are met.

Improvements since the last inspection

At the previous inspection, the provider agreed to two recommendations. These were to improve staff's understanding of the security of the premises and to devise

procedures in the event of children being lost or uncollected.

New lost child, and child not collected policies are now in place along with a new sensor security system, and these significantly improve children's safety. However, the sensor equipment is not fully effective in restricting access to the building, nor in preventing children leaving unaccompanied, and this is carried forward from this inspection.

Complaints since the last inspection

There has been one complaint made to Ofsted since 1 April 2004. The complaint related to National Standard 1: Suitable Person; National Standard 2: Organisation; and National Standard 14: Documentation. Ofsted investigated by carrying out an unannounced visit and the provider agreed to 2 actions to ensure that they meet the National Standards. These actions were to ensure that all training and qualification requirements are met and to ensure that Ofsted is informed of any significant event. The provider has now carried out both of these actions and remains qualified for registration.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- assess the risks to children in relation to the entry system and take action to minimise these
- ensure that there are effective procedures in place for checking that staff are mentally and physically suitable to work with children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk