



Extra Time Club

Inspection report for early years provision

Unique Reference Number	EY219318
Inspection date	04 May 2006
Inspector	Ann Winifred Harrison
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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Extra Time Out of School is privately run. It opened in 1996 and operates from rooms within All Saints Primary School in Alrewas. The Out of School serves the local area. The club is open each weekday from 07.45 to 8.55 and from 15.15 to 17.45 term time only. All children share access to a secure outdoor play area.

There are currently 72 children from 3 to 11 years on roll. Children attend for a variety of sessions. The club supports children with special needs.

Five staff work with the children. Two members of staff, including the manager, are

working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health and well-being is promoted well in the setting. Their individual dietary needs are met effectively. Children are offered healthy snacks such as toast and fresh fruit. There is a constant supply of water or juice which children can access when they are thirsty.

Hygiene practices are well-established and appropriate. Children understand hygiene routines and they know why they must wash their hands after using the toilet and before eating. Staff follow suitable procedures when preparing children's food to ensure they remain healthy. Good procedures for managing accidents, giving children medication and caring for children who may become ill are effective in ensuring that children are well cared for and their individual needs are met.

Children enjoy activities both indoors and outside. The group have use of the school playing fields and playground where children enjoy physical exercise and open space. They take part in games and sports such as football and tennis and enjoy practising handstands and cartwheels. During bad weather children enjoy physical play in the school hall. This ensures their physical development is fostered effectively.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure indoor and outdoor environment. They are closely supervised by staff at all times which helps to keep them safe. Space is organised so children can move freely and safely indoors and outdoors. Staff carry out regular safety checks around the setting. However, detailed risk assessments are not in place, this compromises children's safety. Children enjoy access to a good range of safe toys and equipment, which are well maintained by the setting.

Children are learning to keep themselves safe by regular discussion of the safety rules, such as, not opening the outside door and not touching electrical equipment. They know how to react in an emergency by practising the emergency escape drill. Documentation is in place to ensure children's welfare is safeguarded, such as, a procedure to be followed if a child is lost or uncollected. Good security precautions contribute to children's safety. For example, staff monitor access to the provision closely and there is a good system for registering children's arrival and departure.

Staff have an understanding of child protection procedures and appropriate responses. However not all staff are clear of the procedures to follow if an allegation is made against a member of staff. This compromises children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the provision enthusiastically, full of chatter and keen to share their news with the other children and staff. They automatically help themselves to the resources available or select writing and colouring materials. Children relate well to each other and are particularly good at taking turns when playing with different resources and equipment. They require little intervention from staff, preferring to negotiate with each other for a preferred toy, for example sharing the play station.

Space is organised in order to provide children with areas where they can sit quietly at tables drawing, cutting and making collages, for example, or they can sit on cushions to read books. Staff enable children to play independently and initiate their own activities but are on hand to provide more support and direction if necessary. Activities are planned to meet children's physical, intellectual and creative needs and take account of children's requests. For example, children particularly enjoy cooking and therefore this is a regular feature in the weekly plans.

Children are happy and settled. They are able to voice their opinions and are well supported by staff who are skilled at listening and talking to them. Staff provide a wide range of resources that are well organised and allow children easy access, for example, construction, board games and imaginative play equipment. Close and caring relationships help to increase children's sense of trust. They are confident and can play well on their own or with others. They are learning to negotiate within their play as they participate in group games and activities indoors and outdoors.

Helping children make a positive contribution

The provision is satisfactory.

Children play together cooperatively, sharing and taking turns with the various resources, for example, the tennis racquets and playing cards. Staff provide clear routines and boundaries so that children know what is expected of them and consequently behave well. Children are involved in devising the club rules which helps them respond positively and take responsibility for their behaviour. Children are polite, courteous and say please and thank you spontaneously. Children are regularly praised for their achievements to increase their self-esteem.

Children benefit from the positive and trusting relationships that staff establish with their parents. There is a two-way flow of information and parents are warmly welcomed into the setting. Relevant information in a handbook is available for parents perusal. Staff listen to parents regarding their child's care which means that children are happy and relaxed in their play environment. All children's individual needs are accounted for in consultation with their parents.

Children learn about different cultures through planned activities such as celebrating Diwali and Chinese New Year. However, not all staff are aware of the equal opportunities policy or how to implement it effectively. This limits children's understanding of peoples differences. Children with special needs are welcomed in

the setting and activities are well planned or adapted to ensure that they are fully included. One to one support is provided where necessary in order to promote their welfare and development. Children show care and concern for each other and are sensitive to each other's feelings.

Organisation

The organisation is satisfactory.

Children benefit from a well organised routine and are comfortable and at ease in the setting. The children are settled and are confident to approach the staff for support. Appropriate adult and child ratios are maintained to support children's care and play. Staff are deployed so that children can play inside or outside.

Children benefit from an organised and comfortable environment. The space is appropriately organised to enable children to have quiet, restful periods as well as more active and energetic play. Recruitment and vetting procedures ensure that children are protected and cared for by staff with relevant experience of working with young children. Some staff are working towards a qualification and attend relevant courses to update their knowledge and understanding of childcare issues. However, appraisal of staff is not undertaken, which means that their training needs are not identified to enhance the care provided to children. Induction procedures are limited which means that staff are not always clear about policies and procedures, which, compromises children's welfare. There is always a member of staff present who has a first aid certificate which is regularly updated. This helps to promote children's welfare.

Policies and procedures are in place to support children's care, play and welfare. These are shared with parents to keep them informed of their child's care provision. Documents are readily available for inspection and stored appropriately to ensure confidentiality.

The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection recommendations were made regarding considering equal opportunities during the recruitment process; developing an action plan regarding how supervisors will achieve a level 3 qualification and including the procedure for allegations made against staff in the child protection policy.

To address these recommendations the setting has reviewed the recruitment procedures to include equality of opportunity and has revised the equal opportunity policy to include these changes. The setting has devised an action plan to ensure staffing qualifications are met. Two staff, including the manager are now working towards a level three qualification and the action plan shows that two staff will shortly start working towards a level two qualification. The child protection policy has been reviewed, however, it does not state clearly the procedure for allegations made against staff. This is carried forward to this inspection.

Complaints since the last inspection

There are no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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 satisfactory. 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):

- develop further the system of risk assessments to include identified action to be taken to minimise identified risks
- review the child protection policy to include the procedure to be followed in the event of an allegation being made against staff and ensure all staff are aware of the procedure
- ensure all staff understand and implement the equal opportunities policy and actively promote equality of opportunity and anti-discriminatory practice
- develop further the induction and appraisal systems to ensure that staff are aware of all policies and procedures and the training needs of staff are identified and met.

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