



Superkids Moss Park

Inspection report for early years provision

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Inspector Sarah Taylor

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

WHAT SORT OF SETTING IS IT?

Superkids Moss Park Out of School and Holiday Club was registered in 2004. It operates from the school hall, library area, resource room and school playground in the premises of Moss Park Infant School in Stretford. The out of school club offers places to children from the school and others in the wider community.

There are 30 children on the register for the out of school club at present. Places are offered to children from aged 3 to 11 years. Children with special needs are catered for. The club is open five days a week from 15.30 to 18.00 during term time.

There are two full time staff working directly with the children and they both hold relevant early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of good personal hygiene and confidently follow well established routines. Their clear understanding of the purpose of hand washing before eating and after using the toilet helps to prevent the spread of cross infection. Staff implement consistent hygiene practices to maintain good standards. For example, they wipe tables and wash their own hands before preparing snacks.

Nutritious snacks promote children's growth and development. They enthusiastically help themselves to healthy options such as fresh fruit and dried fruit and ask for more toast to satisfy their appetites. Children learn about healthy options as staff discuss food that is good for them, for example, choosing brown bread instead of white. Staff take into account children's individual and cultural requirements to meet their dietary needs. Everyone sits together and snack time is a social occasion. Children are provided with drinks such as juice and water at snack time. However, children do not have access to water throughout the session.

Children experience a range of physical play activities which contributes to a healthy lifestyle. They benefit from regular outdoor exercise as good use is made of the outdoor play area. This increases their level of fitness. They have the benefit of exercise on a daily basis, either during outdoor play or through indoor activities, like group games in the hall.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The area used is well maintained and children have the benefit of a well organised, warm and well lit environment. Children are cared for in a welcoming environment that offers space for them to play and explore in comfort. Effective organisation of the play area allows children to move around freely without the worry of injuring themselves. Children independently select from a wide range of good quality toys and equipment which stimulate their interests. These are well maintained to keep children safe.

Risk assessments of the area are carried out before the start of each session and potential dangers are identified and rectified. For example, the staff ensure that all of the electrical plug sockets are covered. Children practice fire evacuation and the outcome is recorded so that the next practice can be more efficient. Children's safety is maintained as there is a secure entry system at the setting. Risk of accidental injury is minimised by the good supervision by staff and appropriate safety and security arrangements.

A good range of age appropriate equipment and furniture is used at the group. Equipment is checked for safety and conforms to British standards. For example, toys and games, books and construction are of good quality and would be removed if found to be broken.

Children's welfare is protected as staff have a good understanding of their role with regard to child protection. Procedures are in line with local Area Child Protection Committee guidelines and shared with parents so they are aware of staff responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the out of school club confidently and with exuberance. They relate very well to the staff as they skilfully join in with the children's games and activities. Staff talk to the children on their level and children respond well to requests for help or to modify their behaviour.

Children have a good choice of activities including table top games, physical play like balls and group games and quiet activities like colouring and reading. After snack time, the children can choose what they would like to play with and enjoy games in pairs or in groups. A stimulating learning environment and happy atmosphere ensures children have positive experiences and enjoy their time at the group. They are secure in their relationships with staff and feel at ease to express themselves in play. All children spend their time purposefully and take part in a wide range of activities such as small world, games, construction, printing and art and craft. Their achievements are celebrated with enthusiasm so they feel pleased and proud of themselves. For example, when children catch the football they are praised.

Children are complimentary about the staff in the out of school club. They say that they are nice and that they like to play games.

Helping children make a positive contribution

The provision is good.

Children behave very well in the group. They clearly understand the boundaries and staff have high expectations of them. Children have contributed to a series of positive rules for the club such as share and be kind to each other. Children are reminded of the rules of the club and to use their manners. All of these systems ensure that children value each other and their club. This raises children's self-esteem. Children are learning to act responsibly, for example, they tidy away toys. Staff's frequent use of praise supports children's efforts and fosters their self-confidence to try new challenges. As a consequence, they are happy and take delight in their achievements. Children take responsibility for serving snacks and discuss sharing and caring for each other. Rotas are used to make sure that each child has an opportunity to be a helper.

Children with additional needs, such as behavioural needs, are cared for appropriately and sensitively in consultation with parents and with relevant agencies.

Parents receive good quality information about the setting and have a copy of the policies, which outline the expectations of the group. They receive information about the care of their children and also have newsletters to explain what is happening in the group. Parents are made to feel welcome and staff establish friendly, open relationships. Their views about their child's needs are actively sought, for example, in a suggestion book, and acted upon. This helps the children to feel reassured and settle in quickly.

Children from a variety of backgrounds are warmly welcomed. Staff create an environment so all children feel valued and learn to respect others. Children make their own decisions about whether they want to take part in an activity and confidently inform staff about their needs. Staff divide their attention well and treat the children with equal concern. This establishes a sense of security and trusting relationships. There are limited images and toys reflecting the wider world and diverse society, which hinders an understanding of equal opportunities.

Organisation

The organisation is good.

The children benefit from a well managed club and the manager and staff show a clear understanding of the group and how it is to be run. This ensures that routines are appropriate and are followed and in turn ensures the feeling of security of the children. Children are cared for in a positive and supportive environment. This effectively promotes their learning and ensures they enjoy a good time. The well-organised surroundings allow them to move around in a secure manner and to make choices and decisions. As a consequence, they are confident to initiate their own play and show good levels of independence.

Staff are clear about their roles and responsibilities and deploy themselves effectively to support children's individual needs. They work closely together and communicate well to keep one another informed so children make good progress.

Children's welfare is safeguarded as effective recruitment procedures are in place to ensure staff are suitable before employment. The organisation of staffing levels ensures required ratios are met at all times and the children have a good level of attention and support.

Records and documentation are maintained in good order to promote children's welfare. Policies and procedures work in practice to ensure there are positive outcomes for children. The registration method is appropriate and clearly details the children present and the time that they leave.

The provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the group were asked to include more detail in fire drill record and provide an emergency evacuation procedure. There is a clear procedure for evacuation, which is displayed on the wall and the fire drill record contains enough detail to enable the group to identify any necessary changes to their practice.

They were also asked to provide written consent for the use of wipes and plasters in relation to first aid treatment. This consent has been sought and can clearly be seen in the children's records. These steps maintain the appropriate care and welfare of the children attending the group.

Complaints since the last inspection

There are no complaints to report.

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 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):

- ensure that equal opportunities is promoted with regard to resources and activities available so that children are exposed to images of race, culture, disability and gender and have opportunities to learn about the wider world
- ensure that fresh drinking water is available to children at all times.

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