



Leprechauns Out of School Club

Inspection report for early years provision

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Inspector	Georgina Walker

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Registered person	Leprechauns Out Of School Club Ltd.
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.
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WHAT SORT OF SETTING IS IT?

Leprechauns Out of School Club opened in 2004. It operates from the hall and a classroom, and they have access to other rooms in the school, in Walton Holymoorside Primary School, in the village of Holymoorside, Derbyshire. There is a secure enclosed outdoor play area. The out of school club serves the local area and surrounding villages.

The setting opens five days a week all year, except Bank Holidays and the week between Christmas and New Year. Sessions are from 15.10 until 18.00, during term time and 8.00 until 18.00 during school holidays. The setting is occasionally open on

in-service days and the option of children attending a breakfast club or day nursery sessions, within the Leprechauns childcare group and being transported to the school site, is available.

There are currently 154 children from 3 years 4 months to 11 years 8 months on roll. The setting currently supports a number of children with learning difficulties or disabilities.

The out of school club employs three full-time and two part-time staff who work with the children. A pool of staff from within Leprechauns Ltd. is available. The majority of the regular staff hold appropriate early years qualifications. One member of staff is currently working towards a recognised early years qualification.

The setting receives support from Derbyshire local authority and are members of 4 Children. The out of school club is one of three clubs and a day nursery owned by Leprechauns Ltd. who delegate day to day responsibility to the staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted through them learning the importance of personal hygiene. The children follow appropriate daily routines, such as washing their hands before snacks and after using the toilet. They become increasingly independent in their personal care. The prevention of accidents in the classroom and outside play area is reduced as staff are vigilant and aware of stages of children's development. Children's needs are met effectively if they do have an accident as staff hold appropriate first aid certificates and maintain the first aid box. Accident records are maintained and shared with parents. However, the detail in recording the size and location of the injury is insufficient leading to a child's needs not being met if a further accident occurs. Significant injuries received in school prior to arrival are shared by school staff and information passed to the parents, via the club staff. The seeking of permission for administering medication and treatment is sought. Medication records are produced for completion and children's requirements are met on the rare occasion medication, such as for the treatment of asthma or during whole day attendance in school holidays, is administered. In the event of children becoming ill staff instigate the very well documented procedures and parents are contacted with the utmost priority to ensure any distress is limited.

Children benefit from the healthy and nutritious snacks provided. They also have free access to fresh water at any time. Children are eager to volunteer to serve the drinks and snacks prepared by staff on the snack table. Two children wear disposable aprons and gloves, to prevent contamination, and competently pour drinks and present the good variety of food available, on plates, for the rest of the group. Fruit, carrot sticks and a cream biscuit are part of a rotation of food provided on the menu. Children have varied experiences within the planned play activities to develop their independence skills. They enjoy spreading fillings when sandwich making and competently use tools when baking. Opportunities are given to eat their baking, such

as iced biscuits. Children are starting to understand why certain foods are good for them through discussion and programmed activities. Individual dietary requirements are shared by parents with the staff to ensure children remain healthy and needs are met. Staff monitor the meals and snacks which are social times when staff provide encouragement to eat healthily and discuss foods from around the world as part of topics and celebrations. Breakfast is provided, if necessary, in school holidays, when two snack times are provided throughout the day. Packed lunches are brought by the children and stored appropriately until lunch time.

The children are very happy and settled in the environment. Children are supported effectively to develop their physical skills. They move with confidence and an awareness of personal safety throughout the premises. Daily opportunities to play outdoors or in the school hall are programmed with purposeful activities. Children are able to negotiate around each other or resources as they move around the classroom or school outdoor play area. Ball skills are promoted successfully and children hop, skip and jump competently along the hopscotch game. They have opportunities to develop climbing skills on the purpose built equipment. Children have the opportunity to attend football sessions, or other clubs led by school staff, before joining in the club activities. Regular use of small tools such as pencils, scissors and paint brushes, and a wide variety of construction toys, help children develop their fine manipulative skills competently. The access to a range of technology equipment contributes to children's development and understanding of the need to share and take turns. They also have regular opportunities to manipulate malleable materials.

Whilst no children under three attend, the setting promotes the Birth to three framework and adapts activities as necessary or provides other suitable activities for the under four-year-olds, who attend after nursery sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are secure in the environment. Very good security and collection procedures are maintained, with staff and visitors signing themselves in and out, and staff marking and checking registers. Children in the nursery and infant classes in school are collected from their classrooms for added security. Emergency procedure evacuations and subsequent evaluations are undertaken as part of the school programme and when the club is operating to ensure all children develop an understanding of the need for fire safety at this time. Staff have very comprehensive risk assessment documents for daily checks and others completed on regular basis for resources and activities. However, the daily check was not completed prior to the session on the day of inspection and a hazard found later, which may have occurred during the session, did not fully ensure children's personal needs are met and their safety at all times. Staff did address the issue immediately it was drawn to their attention.

Children are cared for in a welcoming environment where the playroom is decorated with their own craft work, including 'Leprechauns pond' with pictures of frogs, ducks, bees and other insects. A 'welcome' poster depicts children from around the world.

The children have access to an extensive range of activities which are changed to promote challenge throughout the session. These are safe, age appropriate and presented at suitable levels to encourage independence and development and ensure children develop safely in appropriate surroundings.

Children are cared for by staff who have a sound knowledge of signs and symptoms of abuse and demonstrate an understanding of how to give priority to children's welfare. An ongoing programme of training is promoted. Staff are aware of current developments and changes to local documentation. However, they had not received a copy at a recent training event and made a note to obtain and ensure the contents are studied. The policies therefore, do not contain all information or reflect the changes to local authority procedures for safeguarding children from April 2006. However, children's welfare is fully supported by the staff. The parents are informed of the setting's responsibility to protect children.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well in the setting and have a friendly relationship with the staff. The children are confident and keen to access the extensive range of play activities. Children's developmental progress is maximised, due to consistent staff interaction and the monitoring of the children's use of activities as they learn through play and relax after school. The children develop appropriate socialisation skills as they join in group activities and move between the very well presented resources. This ensures the children are purposefully occupied. Children's physical development is promoted indoors and outdoors during the sessions. The planning documents do not indicate whether the children have accessed the activities indoors or out, to ensure they have plenty of fresh air and effective development of some skills.

The access to an extensive range of messy play activities linked to themes ensures children's development is fully supported. Messy play or craft activities such as making a card for 'someone special' linked to Father's Day, provides children with opportunities for their own ideas and cutting and joining methods developed. Planning of an extensive range of activities and subsequent displays of children's work provides evidence of the worthwhile range of educational and recreational activities they engage in.

Ongoing training and support from the local authority is provided and staff respond effectively to ensure the children benefit from their commitment to development. Staff plan themes which are enthusiastically enjoyed by the children. Activities are extended during holidays and include visits such as to the Chesterfield Football Club and Old Trafford. The staff present the daily activities and children are eager to share information about their experiences. Children competently use the computer and Playstation programmes and ensure a fair system is used to limit time, with the use of egg timers and children acting as monitors.

Children are well behaved and eager to try new experiences. Obvious groups of friends organise use of the computers or small world dolls houses, demonstrating good negotiating skills. Children have access to an extensive range of books and

spontaneously use them for quiet activities. Many books contain positive images of children in society, promoting an awareness and understanding of others. This is further promoted by staff during topics and spontaneous discussion at meal times.

Helping children make a positive contribution

The provision is good.

Children are developing an understanding of how everyone positively contributes in society and how members of their group have individual needs. Resources which promote positive images are available and are being increased. Members of staff consistently use appropriate language to assist children's learning. Their knowledge and experiences are successfully extended as craft activities linked to culture and festivals are included. Equality of opportunity is promoted well as activities are adapted to ensure children's developmental needs are met. Children's understanding of the needs of others are promoted successfully through discussion and an effective inclusion policy being implemented. They develop a strong sense of independence and self-worth as they are encouraged to share, take turns, follow rules and listen to others. Children respond quickly to the staff who gain their attention by clicking their fingers. All the children join in and are then ready to listen to information such as what the craft activity is or have the choice to go out to play.

Children are well behaved as they accept the rules and respond to the firm and consistent expectations of the staff. They remind each other of the 'golden rules' as they play. Children are respected and treated as individuals, they are welcomed and valued. They are very confident in the setting and show a sense of belonging to a wider group. Staff use their expertise, have ongoing discussions and use information sheets completed by parents to ensure children's individual needs are met. These include specific sections for the child's ethnic origin, language used and religion, and medical or food requirements to ensure individual needs are met. This information is drawn to the attention of all the staff and retained confidentially to meet the needs of the children.

Parents are provided with a brochure regarding the services their children can access. A file containing documents such as the pledge to parents, the mission statement and copies of all policies and procedures is available to read. Information regarding Ofsted is displayed, but this and the complaints and child protection policies, contain out of date contact addresses and phone numbers. Information is shared daily and parents specifically like the flexible and extended wrap-around services, and holiday club, the out of school club provides to meet children and family needs. Co-operation between parents, staff and the school, and outside agencies when necessary, ensures children's specific needs are met.

Organisation

The organisation is good.

The welfare care and learning of the children is generally promoted through the maintenance of records, policies and procedures which are required for the efficient

and safe management of the provision. Staff were unaware of some recent changes and they made notes to obtain the relevant documentation. Therefore a number of policy documents require minor amendment. Staff are to make cross references to all five regulation documents when making amendments to their policies and procedures. Consistent implementation by the staff of policies relating to accident record keeping and the safety of the children with regard to supervision in the toilets and the risk assessment of the premises are required to fully ensure children's health and safety. Overall the range of children's needs are met.

Children are in the care of qualified or experienced staff who support them well to ensure they are happy and settled in the out of school club. Notice boards containing information about registration and insurance cover reassures parents their children are cared for appropriately. Good organisation of effectively planned, developmentally appropriate activities, ensures children's time in the setting is worthwhile and challenging. The children are eager to engage in the exciting range of activities presented. There is regular support for the staff team from the two owners of the setting, who make regular unannounced visits, which include making observations and appraisals of staff. Staff are encouraged to seek qualifications and training via the local authority. Resources are constantly being updated to ensure the facilities are welcoming and stimulating for the children.

Improvements since the last inspection

At the previous inspection the setting agreed to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. New resources continue to be purchased and as part of the partnership with school, posters have been ordered which may be displayed on the school cupboards. Members of staff have attended relevant training and include many activities in the planning to promote awareness. Children's opportunities to contribute to the group is promoted effectively and the suggestions and comments folder enables children to make any comments they wish, sign or leave anonymous, and members of staff write a reply, buy requested resources if possible and have introduced a new healthy menu to meet children's need.

Complaints since the last inspection

There has been one complaint made to Ofsted since April 2004 regarding National Standard 2. The setting was asked to investigate and respond in writing their findings. The response was viewed by a team manager and the setting was not found to be in breach of regulations and had acted appropriately in the circumstances. The provision remains qualified for registration.

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 staff follow the comprehensive health and safety, risk assessment procedures at all times, especially in the toilet areas to meet children's personal needs and ensure their safety
- record more detail in the accident and incident records to ensure children's medical needs are met if a further injury occurs
- continue to develop the play opportunities and record when and where children actually engage in physical play and access fresh air
- update or obtain relevant documentation and make reference to current legislation, standards and guidance to further promote the welfare, care and learning of the 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