



## **Lenthall Childrens Club**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY277134
<b>Inspection date</b>	27 April 2006
<b>Inspector</b>	Georgina Walker
<b>Setting Address</b>	Lenthall Infant and Nursery School, Marsh Avenue, Dronfield, Derbyshire, S18 2HB
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<b>Registered person</b>	Lenthall Childrens Club Committee
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://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?

Lenthall Children's Club opened in 2004. It operates from the pre-nursery room in Lenthall Infant and Nursery School in the town of Dronfield, Derbyshire. There is a secure enclosed outdoor play area.

The out of school club serves the school and local area.

The club opens five days a week during school term. Sessions are from 07:45 until 09:00 and 15:00 until 18:00. It also operates some sessions during the school holidays by arrangement.

There are currently 62 children from 3 years to 10 years on roll. The setting currently supports a number of children with special needs.

The out of school club employs three full-time staff who work with the children. Over half the 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 4Kids. The out of school club is owned by the school. It is managed by a committee and members of the board of governors, 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 and have consistent access to tissues in the playroom. The prevention of accidents is reduced as staff are vigilant and aware of stages of children's development. Extra precautions are taken in the outdoor play area where helmets are available for use when children use the wheeled toys. 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 at the setting are recorded by school staff and passed to the parents, via the club staff. They are not recorded by the club staff to ensure children's needs are fully met. 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, 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 breakfast and snacks provided. They also have free access to fresh water at any time. Snacks are enjoyed, with crackers being a favourite as children cheer when the menu is announced. Children are eager to volunteer to set the table and prepare the food for snack. Two children competently pour drinks and present the good variety of food available on plates for the rest of the group. Cheese, crackers, with spread if required, a whole banana each 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 bread when sandwich making and competently use tools when baking. Opportunities are given to eat their baking, such as pizza, or to raise funds through the raffle of the Easter Cake made and decorated over two sessions. 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 sit with the children as breakfast and snacks are social times when staff provide encouragement to eat healthily and discuss foods from around the world as part of topics and celebrations.

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 are programmed with purposeful activities to ensure children have plenty of fresh air and effective development of some skills. Children are able to negotiate around each other or resources as they move around the playroom or nursery school play area. Ball skills are promoted successfully with a skittle game and children peddle competently, especially when two children share the two-seater bike. They have opportunities to develop climbing skills on the purpose built equipment. Children have the opportunity to attend the 'Pop Dance' session, led by school staff in the hall on Thursdays, before joining in the club activities. They eagerly demonstrate some of the dance moves on arrival at the club. Planned activities in the school hall for all club members occur on other days. 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. They also have regular opportunities to manipulate malleable materials, such as dough and clay. Children spontaneously make Diya lamps with the clay during Diwali celebrations, confirming their understanding of differences in society.

### **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 are collected and delivered to their classrooms for added security. Emergency procedure evacuations and subsequent evaluations are undertaken as part of the school programme. Limited evacuations in the club does not ensure all children develop an understanding of the need for fire safety at this time.

Children are cared for in a welcoming environment where the playroom is decorated with some of their own craft work and work of the other users of the premises. 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. However, staff are not aware of current developments and changes to local documentation 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 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. 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 effectively indoors, and outdoors during the afternoon sessions.

The access to an extensive range of messy play activities linked to themes ensures children's development is fully supported. Writing and drawing activities are set up outdoors and indoors to ensure children who prefer not to be active can sit quietly after school. Messy play or craft activities such as making 'pom poms' often take place over a number of sessions to fully complete a task. 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. Children's daily activities are evaluated and developmental progress is noted to ensure future activities promote skills in which they are not yet competent.

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, such as 'summer', and share information with parents in a newsletter regarding the weekly topics. These are enthusiastically enjoyed by the children. The staff present the daily activities and children are eager to share information about their experiences, such as in when making 'pom poms' and deciding whether to make a sheep or a bird. Activities are developed over a period of time, for example the children making an Easter Cake and learn to weigh in both grammes and ounces, how to stir, put the mixture into the tin and wait for the cake to cook. They decorate it the next session with chocolate and icing covered eggs. Children competently use the computer programmes, especially in a morning when activities are limited to those which are not potentially messy. This ensures the children attend school without glue or paint on their clothes.

Children are well behaved and eager to try new experiences. Obvious groups of friends organise use of the wheeled toys, demonstrating good negotiating skills. Children have access to an extensive range of books and spontaneously use them from the box. They snuggle up on the large bean bags to read. Many books contain positive images of different 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. Resources which promote positive images are available and children spontaneously dress up, often pretending to be children from around the world. 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. Programmes on the computer include positive images of people in society. 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. 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 are well behaved as they accept the rules and respond to the firm and consistent expectations of the staff. They remind each other of 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 do not include specific sections for the child's ethnic origin, language used and religion, although this information is discussed and recorded in general sections of the form.

Information is shared daily and parents specifically like the flexible and extended wrap-around services the out of school club provides to meet children and family needs. Co-operation between parents, staff and outside agencies ensures children's specific needs are met. Parents appreciate the newsletters which provide detail of the coming term's activities.

## **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 to regulations 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 fire evacuation 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 each adult working on site reassures parents who is caring for their child. 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 representative of the registered person who own the setting. 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 anti-discriminatory practice. They were to ensure that the planning included a suitable and varied range of activities and play experiences for children, which were appropriate for their stage of development and based on their individual needs. The staff have made a concerted effort to address these recommendations. Children now have an substantially increased programme of well planned activities to engage in each session. Individual learning needs and age appropriate skills are developed in all activities with staff evaluating activities to plan for children's individual future progress. A wide range of resources, such as puzzles and books, have been obtained to promote positive images of diversity in society. Children are motivated to use a range of fabrics to develop their own imaginative play as they dress up and use the fabric as saris and kimonos. Parents can be assured their children engage in worthwhile activities during their time in the club, which promote equality and individuality.

The complaints policy was to include Ofsted contact details. A new policy has been written, relevant details added and presented for parents in the policy and procedure file. However, the staff had not been aware Ofsted national contact address and phone number had changed recently. Information given during the inspection was immediately written on a label to cover the out of date detail, ready for re-typing. This demonstrates the staff commitment to ensuring changes are addressed as soon as they are made aware, to meet the requirements of parents and children.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since 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.
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## 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):

- include more detail in the accident and significant injuries records regarding the type and location of the injuries sustained by the child
- ensure children's records clearly contain information which enables appropriate care to be given regarding their ethnic origin, religion and languages spoken
- ensure current documents are obtained regarding changes to regulations, national standards and guidance and policies are updated to reflect the ongoing changes
- ensure all children are aware of the emergency evacuation procedures.

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](http://www.ofsted.gov.uk)