



Parkside Kids Club

Inspection report for early years provision

Unique Reference Number	314690
Inspection date	04 May 2006
Inspector	Paula Fretwell

Setting Address	Western Road, Goole, North Humberside, DN14 6RQ
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Telephone number	01405 763634
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E-mail

Registered person	Parkside Kids Club
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Type of inspection	Childcare
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Type of care	Out of School care
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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?

Parkside Kids Club has been registered since November 1992 and is a privately run out of school club. It is located in Parkside Primary School and serves the children attending the school.

There are three main care rooms, access to toilet facilities and outside play areas. The Parkside Kids Club provides a breakfast club and after school care, and it opens 5 days a week during school term-time only. Sessions are from 07.45 to 08.50 and from 15.30 to 18.00.

They currently have 90 children on-roll.

The setting welcomes children with special needs.

Six part-time staff work with the children. Two of the staff have Early Years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is well protected because there are suitable procedures in place to minimise the risk of cross-infection. Children are aware of why they need to wash their hands, and this is encouraged by staff. The environment and equipment are clean, and children who are ill or infectious are not accepted into the setting in order to protect the health of others. Staff are able to deal with minor injuries effectively as they have all had recent first aid training. Accidents and medication are well recorded and full information is exchanged with parents to ensure children's health and safety.

Children enjoy snack-time; they benefit from a varied selection of healthy foods, including fresh fruit, and they are helped to understand about healthy eating in discussion and activities. Mealtimes are very relaxed, social occasions and children enjoy sitting down together to eat and chat. Children's choices are respected; staff cater well for children's individual food preferences and they pay close attention to children's special dietary needs. Children have a choice of drink with their snack and they can ask for water at any time. However, not all children ask for a drink and they sometimes remain thirsty, particularly after school.

Children develop their physical skills well through the regular use of the outdoor play areas and the school hall. They benefit from a wide range of opportunities and they practice activities, such as gymnastics, stilt-walking and dodge-ball.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment is safe and secure for children. They freely move around the play areas to access their own resources and they are able to choose their own activities. Children always inform staff of where they are going, such as to the toilet or to another activity area. Areas for children to rest, relax or play quietly are always available and children use these areas appropriately. Children independently select and put away toys and equipment, and staff ensure the safe use of all equipment by joining in with children's play and making sure that it is used properly. Children's security is given high priority and staff carefully monitor access to the building, only allowing authorised adults to collect the children.

Many precautions are in place to make sure that children are safe and staff talk to children about safety in their everyday play. For example, they give reminders about

taking care with snooker cues, balloons and shoelaces and explain why. Staff and children are aware of what to do in the event of a fire, although there has been no recent fire drill to develop children's awareness of how to stay safe.

Safeguarding children is given due regard as staff understand the importance of reporting child protection concerns and there is a child protection policy in place. However, no recent training in child protection has been undertaken to refresh staff's knowledge of child protection issues or ensure that they are aware of the reporting procedure.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children confidently come into the setting and they are sociable and happy. They have positive relationships with each other and with staff. Children benefit from an environment in which they can relax before and after their time at school and they engage in purposeful play without staff direction. Staff are friendly and caring; they are interested in what the children do, interact well with them and engage in conversation about the children's interests.

Staff are aware of children's needs and ensure that all children receive individual attention. Activities are well explained to children, promote children's choice and independence, and each child has the same opportunity to join in. Children proudly show off their achievements, such as when they practise 'circus skills' and they have a real sense of belonging in the setting. Children know the routine of the session, they are well occupied and interested in what is going on and they have fun.

Helping children make a positive contribution

The provision is satisfactory.

Children are encouraged to learn about themselves and others through some positive images in books, toys and activities. Some other cultural festivals are explored through activity workshops and an equal opportunities policy supports the setting's practice. Simple explanations are given to children about difference, which helps them to understand the needs of others.

Positive strategies are used to manage children's behaviour, and they develop confidence through the frequent praise and encouragement given to them. Children behave well and staff ensure that they feel valued through positive interaction, and children are able to put forward their own ideas through discussion about activities and the purchasing of new equipment. Children have lovely manners and they use these unprompted in their play with each other. There is friendly banter between children and staff, and children are clear about the boundaries for good behaviour. Simple rules about the setting are understood by the children and they have a sense of fairness. Older children are very considerate of younger ones and they interact with them in a caring manner.

Children's needs are discussed with parents and all children are valued, respected and welcome in the setting. There are good partnerships with parents, and the individual needs of the children are met through effective communication. Staff spend time talking to parents and they ensure relevant information is exchanged, both verbally and through the informative notice-board.

Organisation

The organisation is satisfactory.

Children benefit from a welcoming environment that promotes their independence and confidence. Activity areas are organised to ensure that children access their own resources safely.

There are appropriate procedures in place for appointing staff, and the provider is aware of the need to ensure that vetting procedures take place for all those who work with the children. The staff team is stable which provides consistency of care for the children. All minimum staff-child ratios are maintained and staffing levels are adjusted according to children's attendance. Children are securely escorted to and from their classrooms and necessary information is exchanged with teaching staff. However, grouping of children in the setting at registration time does not always meet their needs effectively. For example, after school, children become bored and restless in the group if there are a large number of children to register for the session.

An organisational plan is in place for the efficient running of the setting. Staff work efficiently together and communicate well with one another to ensure that the children's needs are met. Policies and procedures support the practice and illustrate how children's welfare is promoted, and these are available to parents to keep them well informed. All required records are in place and maintained well.

Parents are assured of confidentiality and all documentation is filed securely.

Overall, the setting meets the needs of all children.

Improvements since the last inspection

At the last inspection the provider was asked to make some improvements to policies and procedures, and to obtain parental signatures on accident recording. This has been fully addressed and documentation contains the necessary details to support children's health and welfare.

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 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):

- ensure drinks are readily available for children at all times
- update staff's knowledge of child protection issues and the procedures for reporting any concerns
- improve fire safety precautions by practising fire drills with the children
- ensure the grouping of children at registration time effectively meets the children's needs.

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