



## **Watership Down After School Club & Holiday Care Scheme**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY224896
<b>Inspection date</b>	25 May 2006
<b>Inspector</b>	Jenny Scarlett
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<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?

Watership Down After School and Holiday Care Scheme opened in 2002. It operates from the Community Room at the Clere School in Burghclere, Hampshire. A maximum of 36 children may attend the setting at any one time. The out of school club is open each weekday from 15:30 to 18:00 during school term times. A holiday scheme operates during the school holidays. All children share access to secure, outdoor play areas.

There are currently 18 children on roll of these 12 children are under eight years old. Children come from a wide geographical area. The out of school club supports a

small number of children with learning difficulties.

The out of school club employs nine staff. Of these two members of staff including the manager hold a teaching qualification. There are three staff working towards a recognised early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is given due consideration by staff who ensure they know about any special dietary needs or care issues for individual children. Children receive high levels of support on health matters. They play in a clean and tidy provision where staff encourage children to follow good personal hygiene routines. Staff wash the tables regularly to keep them clean and to reduce the spread of infection. The high ratio of staff with a first aid certificate means minor bumps and accidents are dealt with quickly and efficiently. Staff act appropriately to record any accidents that happen. However, on rare occasions parents are not always informed. This does not consistently safeguard children's wellbeing.

Children and staff sit together for tea time and talk about the school day. This makes meal times a sociable and enjoyable activity. Children eat a substantial high tea to sustain them until they have their evening meal. They develop good independence skills through their involvement in helping in the preparation and clearing up of afternoon tea. Children have good choices of foods and refreshments and make their own decisions as to whether they would like sandwiches or toast. They confidently make their own sandwiches using a variety of spreads and fillings. Children enjoy the social element of tea time. They take an active role in being the helper for the day when given individual responsibilities, such as, passing the biscuits and fruit. Children also respond to their own needs by accessing drinks when they need them.

Staff recognise that children need to let off steam after the school day, therefore physical activities are promoted. Access to playing fields and the Gym provides suitable space for physical activities where opportunities such as practicing ball skills and team games take place. Children accessing the "walking bus" receive daily opportunities to use physical skills and therefore become more active.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a spacious, well ordered environment because staff plan the room and equipment layouts carefully. There is a wealth of activities available for the children. Children access age-appropriate, safe resources which are well organised to develop their independence skills. This enables them to initiate their own activities such as art, drawing and dressing up. The designated accommodation for the Watership Down After School Club is bright and welcoming. Walls are decorated with pictures, displays, photos and craft activities the children have been involved with.

The break out area with comfy chairs provides a useful space for the children to relax in at the end of the school day.

There are good strategies in place for the collection of children. These include clear procedures to ensure children are collected only by authorised people. Staff check pre-prepared attendance lists carefully when they arrange to collect the children from the local schools. The "walking bus" is used effectively. Children know they use the rope and hoops when walking to and from the school. This innovative idea keeps children safe. Staff ensure children's arrival and departure times are accurately and promptly recorded. Children's safety in relation to child protection is given due consideration. Staff generally know the people who collect the children. Attendance registers for staff are completed as well as visitors to the setting. The staff have a good knowledge of child protection issues and therefore have a full understanding of what to do if they have concerns.

Staff have a good understanding of how to achieve the balance between allowing children freedom and setting safe limits. This encourages children to learn some sense of danger and manage their own safety for example, accessing the adjacent toilets. Children know and understand the basic rules for safety at the club. They describe the rules for fair play and they know not to run indoors to avoid accidents. Access to the premises is restricted and staff monitor the children's movements around the setting well, providing a safe and secure environment. Children have access to suitable toys and resources that are checked regularly to ensure they are in good condition. The daily and weekly risk assessments made by staff of the accommodation ensures that children are cared for in safe and welcoming surroundings.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children enjoy coming to the Watership Down After School Club and can relax or be as active as they wish. They are clearly happy to be here at the end of the school day and use it as an opportunity to play with others and make friends. Children are confident in their environment, they arrive full of enthusiasm and eager to take part in activities. There is freedom and support from staff that allows homework to take place for those that want to. Children confidently make suggestions for activities and organise themselves when preparing the table game or dressing up. They play an active part in this vibrant and happy out of school club. Children confidently initiate and select their own activities from a well-presented range of play equipment and resources.

Staff have excellent relationships with the children. They are tuned into the children's interests, know how to extend and join in their play, thus building their self-esteem. They help support children to enjoy activities such as the puppets, craft activities and when looking for objects for the table game. The planning of activities and projects provides a wide range of activities that motivate and engross children.

Children quickly settle into activities such as the puppet show and dressing up on arrival. The children show an interest in everything around them. Some children

choose to relax after school and sit chatting with friends. Others sit quietly to draw and colour or read books. Staff join in the activities and engage children in conversation to learn more about their day. All children are free to do something or nothing in order to unwind. This forms a relaxed, harmonious group. Children play co-operatively together, involving and including others in their play. They take turns for example, wearing the wig and work with each other to solve problems such as how to do up the buttons at the back of the tunic.

### **Helping children make a positive contribution**

The provision is outstanding.

Children feel valued in the setting. Relationships are excellent. Children's lively behaviour when they come out of school is managed well by staff who understand their need to release pent up energy after their busy day. The children are polite, cheerful and very well behaved. They understand the rules of the club and follow them sensibly because they have been involved in the decision making behind them. Children contribute to their own play. They make excellent choices in activities, asking for help when needed and take responsibility for tidying up at the end of the day. Staff promote themselves as excellent role models and children respond by treating adults and each other with respect. Children feel valued in the group with staff being responsive to their requests and needs. All children access all the activities with good support for those needing it. This positive practice promotes children's sense of belonging and achievement.

Children develop an excellent awareness of the wider world as they play with varied resources that reflect different cultures and diversity. They make Dragon masks and explore varied festivals from countries around the world. They taste different foods such as noodles and fortune cookies. Staff support all children according to their individual needs. They discuss with parents as well as the children themselves, how they can ensure the time spent within the out of school club is enjoyable and beneficial for the children. Children with special needs receive help and support and are fully included in activities.

Staff have established excellent links with local schools and the community in order to meet the individual care needs of the children. Teaching staff from the Clere school become involved in some of the projects the children are participating in. As a result, children learn about and how to care for bugs and insects. Staff actively encourage parents and carers to come into the after school club. Although a new initiative some parents are visiting and becoming involved in the children's play and activities. The children delight in their parents dressing up and enjoying role play with them. This causes great excitement amongst the children, as they help parents dress like "Elvis Presley" and walk like "Jar Jar Binks". Parental participation is promoted to offer friendly sociable opportunities to gain knowledge of what the children are achieving. It also provides opportunities in sharing expertise and knowledge and for parents to have fun with their children in the setting.

As a result, relationships with parents are friendly and positive. Daily contact and information sharing with parents enables positive relationships to develop for the

children's benefit. Staff are available to share informal conversations with parents at the end of the day. This ensures that they all work together to provide appropriate care for the children. Parents can find out more about the activities their children take part in through the newsletters and notice boards available.

## **Organisation**

The organisation is good.

Staff work well to encourage a happy atmosphere. They provide a stimulating, well balanced flexible programme of activities for children to enjoy. Children come into a well-prepared environment. The days are well-planned, allowing for quiet and active play. The effective organisation of the available space, resources and staff levels ensure that all children are given full support. This enhances the care and enjoyment of the children attending the out of school club. As a result, the setting meets the needs of the range of children for whom it provides.

The after school club are experiencing difficulties with recruitment. However, staff who have appropriate qualifications and experience in caring for young children support children's wellbeing and care. They demonstrate a good understanding of their designated roles and responsibilities. Enthusiastic and committed staff consistently promote the children's wellbeing, offering a busy and happy environment, where good relationships between adults and children are evident. Good teamwork ensures all staff work together to promote and develop children's individual needs. The daily routine is relaxed and flexible to suit those who attend.

Group sizes and good staff deployment contribute to children's ability to take an active part in the setting. Documentation relating to the efficient and safe management of the provision is well maintained and easily accessed. Parents and staff have access to the current policies and procedures. This promotes a mutual understanding of the organisation of the setting. Children's arrival and departure times are well managed and promptly documented to clearly indicate who is present. Children are aware of the evacuation procedures because they regularly practise these with the staff. The procedures for these emergency evacuations are displayed. However, on occasions where alternative routes are used, these are not clearly visible. This means visitors to the after school club are not always aware of the changes to the routes to the muster point.

## **Improvements since the last inspection**

The provider was asked to update policies with regard to uncollected children and extend the range of resources to promote equal opportunities. The staff have improved the detail in the documentation, policies and procedures. This means that staff are in a more secure position to understand the required procedures and provide better levels of care for the children. This contributes to staff meeting the needs of the children more effectively. Staff actively promote good equality and diversity practice for all children. The planning of the play provision and activities ensures all children have access to the full range of activities, as a result, they learn about diversity and the world around them.

### **Complaints 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. There have been no complaints made to Ofsted since the last inspection.

### **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 all parents are consistently informed of accidents
- ensure any changes to the emergency evacuation procedures are displayed.

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)