



Casa Club

Inspection report for early years provision

| | |
|--------------------------------|--|
| Unique Reference Number | EY334033 |
| Inspection date | 15 November 2006 |
| Inspector | Louise, Caroline Bonney |
| Setting Address | St Joan's Hall, St. Polycarps RC Primary School, Waverley Lane, Farnham, Surrey, GU9 8BQ |
| Telephone number | 01252 727 000 |
| E-mail | |
| Registered person | Janet Katherine McGuigan |
| 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The Casa Club re-registered in 2006 under the sole ownership of Janet McGuigan, and is one of three clubs. It provides care for children after school and on school inset days, and during the holidays. It operates from St. Joan's Hall at Polycarps Roman Catholic Primary School in Farnham, Surrey. Children use the main hall and committee room, and share access to secure outdoor play areas. All children presently attending the after-school club are drawn from the adjoining school, while children attending the playscheme are drawn from the locality.

The number of children on roll varies, but ages range from four years to 11 years. A maximum of 40 children may attend the after-school club at any one time, while a maximum of 52 may attend the playscheme. The after-school club is open from Monday to Friday. Sessions run from 15:15 until 18:30. The playscheme is open on weekdays during school holidays from 08:00 until 18:00. The club provides light and sometimes hot snacks, and when children stay all day they bring their own lunches.

There are seven staff who work with the children on different days. Of these, three have early years qualifications at the equivalent National Vocational Qualification Levels 2 and 3. There are always 50% of appropriately qualified staff present at each session. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy the rich variety of healthy snacks available, which staff trained in food hygiene prepare. For instance, they select from slices of apples, oranges, carrots, tomatoes, and fill wholemeal pita bread with tuna and cheese. Children show interest in cookery activities, such as making tuna quiches. Children have milk and water available throughout the session. This helps children develop interest in nutritious foods, and an understanding of how to eat and drink healthily.

Children independently maintain their personal hygiene with staff support when necessary. Staff ensure they wash their hands on arrival before they have their snack and when doing cookery activities. Children clear away their own dishes and cups after snack time, placing any scraps left in the bin staff provide. Staff praise children as they cover their mouths when they cough. This helps children understand how to prevent the spread of infection. However, children do not wear aprons during cookery activities to further reinforce their awareness of good hygiene.

Children have daily opportunities for participating in various energetic activities. For instance, in the winter after school children play short tennis, table tennis and skip with hoops in the hall. Outside, when it is light enough, they access the sports field and playgrounds to play team games such as kwik-cricket, parachute games and swingball. Additional activities include archery and fencing. This helps the children enjoy exercise and contributes to their good health.

Children have their medical needs met through staff seeking detailed information from parents about their dietary and medical needs. Staff are quick to notice if children are not feeling well, and ensure they are warm and comfortable until parents collect them. Staff who manage accidents have up-to-date first aid training, and record all accidents. However, these records are not always countersigned by parents to ensure children's health is fully protected through continuity of care.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children transfer safely to the club after school due to club staff and teachers liaising closely. Children play in premises that are welcoming, safe and secure. They use a good range of equipment that is appropriate for their ages and stages of development. The provider is careful to ensure risk assessments are carried out for the more adventurous activities, such as archery, fencing and use of the climbing wall. This protects children's safety as staff reduce hazards through the early identification of any risks. On arrival at the premises children put away their

belongings in the cloakrooms. However, the pegs are too high for them to reach, and bags and coats are put on the floor untidily. This creates a risk of tripping as children access the toilets, or of falling as they balance precariously on benches to try to reach the pegs.

Children learn how to keep themselves safe during their activities and through the staff's vigilance. For instance, they know to keep away from the cooker during cookery activities as it is hot. They take care as they play tennis in the hall so that they don't hit anyone with the balls or racquets. Children who occasionally forget to attend school clubs learn to take responsibility as staff ensure they go to let the teacher know that they are safe. Children learn about fire safety through participating in drills once a term. However, these drills do not take into account staff and children's patterns of attendance to ensure they all develop awareness of fire safety procedures.

Children receive protection from staff who have clear understanding of how to identify possible abuse or neglect, and are fully aware of the procedures to follow. The manager attends additional training. This helps to ensure that the procedures are fully compliant with the latest guidance available, and safeguards the children.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop good relationships with staff and each other. They arrive happily and receive a warm welcome as staff cheerfully greet them by name. Children know the routines, and on arrival quickly put away their belongings and wash their hands ready for snack time. This helps them settle well.

Children have good opportunities to develop their own play and ideas, and fully participate in the activities available. Staff plan a good variety of activities in advance, such as cookery or fencing, but allow children to adapt these plans. For instance, following discussion with the children the play rehearsal is abandoned at their request as they had spent the afternoon rehearsing the school play. Instead, they enthusiastically agree to dress up and decide on costumes for their play while others write the script with staff support. Staff make a point of asking children about future activities each term and support many of their choices. For instance, the children decide to put on a Christmas show, and enjoy organising an 'X-Factor' competition with a prize for the winner. This stimulates the children by involving them in the planning and providing activities that reflect their current interests.

Children develop confidence as staff show interest in their ideas and praise their achievements. Many approach staff confidently, and staff interact in a friendly and attentive way with the children during their activities. Children develop independence as they look after their personal care, collect their snacks and clear away their plates and cups afterwards. They freely choose from, and enjoy playing with, the wide range of resources staff set out for them. They do not routinely select their resources from storage, although staff are happy to help them fetch any equipment they ask for. Children enjoy participating in suitably challenging activities, such as those delivered by external providers for the holiday playscheme. For instance, first aid training, archery and the climbing wall. This further enhance the children's learning and development.

Helping children make a positive contribution

The provision is good.

Children benefit from the partnership staff develop with parents, who find staff friendly and approachable. Staff seek information about the children's individual needs, including dietary requirements, allergies and school clubs that they attend. Parents receive information about the club's policies and procedures in their introductory letter. Staff display the full policies, photographs of children during their activities, activity plans, menu's and other general information on the notice board. This helps to ensure parents are well-informed about the provision, and supports the children's care and safety.

Children equally access a wide range of activities, such as cookery, dressing-up, football and games of gladiator. They develop awareness of their community through visitors from local organisations, such as St Johns Ambulance Brigade, and support fund-raising for charities, such as Children in Need.

Children behave well and staff provide good role-models by talking to the children with respect and politeness. Children receive praise as they show kindness towards each other, such as when older children help younger children at snack time, or read to them when they are tired. Some children organise turn-taking between themselves successfully, such as when they play table-tennis. Staff help other children as they learn to share and take turns while playing games. Staff help them resolve any conflicts quickly so that they can continue friendly play. This helps children develop appropriate behaviour.

Organisation

The organisation is satisfactory.

Children benefit from the effective organisation of the provision. Staff plan core indoor and outdoor activities in advance which reflect children's interests and provide variety, and provide good opportunities for children to play freely. Children arrive to find resources already set out and ready for use. They are familiar with the routines staff establish, such as around collection from school and snack time. Staff use all areas available to meet children's differing needs. For instance, there is a quiet room with comfortable seating where children relax, and allocated space for more physical activities in the hall. Children use outside in daylight hours, and even have the chance for a walk in the dark around the grounds with torches after school.

Children receive support from staff who work with them individually and in small groups. They benefit from sufficient staff having early years qualifications, and who are committed to their continual professional development. However, although the manager attends additional training such as for safeguarding children, she has not yet undertaken additional training for playwork at Level 3. Staff meet with other schools and groups to discuss best practice, and this helps them evaluate and develop their provision. Children's welfare and safety is sufficiently protected through the usually effective implementation of the club's policies and procedures, and through parents sharing most records.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the National Standards.

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):

- develop procedures for recording children's full names in accident records, and to ensure all records are countersigned by parents
- assess the risks to children in relation to the storage of their belongings and take action to minimise these
- conduct fire drills to take into account the patterns of attendance of children and staff
- develop and implement an action plan that sets out how managers will achieve a Level 3 playwork qualification.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk