



Dringhouses After School Club

Inspection report for early years provision

Unique Reference Number 512458

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Inspector Diane Lynn Turner

Setting Address Dringhouses Social Club, St. Helens Road, York, North Yorkshire, YO24 1HW

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Registered person Dringhouses After School Club

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.
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WHAT SORT OF SETTING IS IT?

Dringhouses After School Club opened in 1996. It operates from a Social Club, which is situated opposite Dringhouses Primary School in York. The club has the use of a main room with adjacent smaller room, kitchenette and the outside area. A maximum of 24 children may attend at any one time.

Opening times are Monday to Friday 15.15 to 18.00 during term time and Monday to Friday 08.30 to 18.00 during the school holidays. The club caters for children up to the age of 11 and there are currently 65 on roll. Most of the children who use the facility attend Dringhouses Primary School.

Seven staff work with the children overall. The manager and deputy both hold a level two qualification in play work and have recently completed a level three course in this. One is a qualified teacher and four are unqualified. The club is a member of the organisation 4Children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health within the setting is supported appropriately by staff who have a secure knowledge and understanding of the club's health and hygiene procedures. For example, they ensure the tables are routinely cleaned before food is served, check the cleanliness of the toilets during the session and there is a clear policy for the care of children who are ill. The children are independent in their self care and understand they need to wash their hands before eating and after toileting to prevent germs. However, staff do not ensure they understand the importance of using soap or drying their hands properly at these times.

Children have a positive attitude towards physical exercise. They are keen to access the outdoor area where they run around, enjoy the fresh air and take part in games, such as organised races, football and cricket. In addition staff make regular use of the nearby play park to enable the children to use large equipment to help them develop their physical skills, such as climbing. The children understand the effect that exercise has on their bodies and they are able to sit quietly and rest according to their needs. For example, many choose to sit quietly inside or on the benches in the outdoor area as and when they become tired.

Children have an understanding of healthy eating and the value of good nutrition. They know, for example, that food, such as fruit is good for them. However, whilst this is offered regularly during the after school sessions healthy options are not offered during the holiday provision when children are provided with biscuits only at snack time. The children understand the importance of taking regular drinks. They have a choice of drink at snack and are able to help themselves to water throughout the session when they become thirsty. For example, a jug of water and cups are taken into the outdoor area during hot weather so the children can help themselves as and when they want. Snack time is well organised. It is a pleasant occasion when the children sit together and demonstrate good manners and social skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an appropriately organised environment, which is maintained to a satisfactory standard in most areas. For example, the playroom itself is clean but is in need of some redecoration. In addition staff are not able to readily open the windows to ensure the room is well ventilated in hot weather. Staff ensure the children's safety in most areas. For example, they ensure the premises are kept

secure during the sessions and they establish the identity of any visitors before they are admitted. They carry out specific safety checks before the children arrive each day but these are not always effective in ensuring all risks to the children's safety are minimised. For example, there are a number of sockets in areas accessible to the children, which do not have covers in place and the measures put in place to prevent children accessing the stream in the outdoor area are not sufficiently effective.

Staff help the children to understand how to keep themselves safe. For example, they practice the group's emergency evacuation procedures with them to ensure the children know what to do in the event of a fire and remind them to use equipment, such as scissors, sewing needles and snooker cues safely. The children learn about road safety as they go for walks in the local area and they know they must use the zebra crossing when crossing the road from the school to the club.

Children have access to a range of toys and equipment, which are appropriate to their age and stage of development. These are effectively presented, which means the children are able to access them independently. For example, they are able to select resources, such as books and small world toys from storage boxes placed around the room. Staff carry out regular checks on all toys and equipment to ensure they are maintained in a safe condition and the children are able to use them effectively to support their play.

Children are well protected by staff who have a clear understanding of the club's child protection policy. They all attend training to help them identify possible signs and symptoms of abuse, have a good understanding of their responsibilities and know what to do if they have concerns. Staff talk to the children about personal safety during the regular circle time discussions and the contact number for a well known children's charity relating to this is displayed for their information.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and relaxed in the club's welcoming environment. They clearly enjoy the time they spend at the setting when they are able to relax or be active in accordance with their needs and interests. They are offered a good range of activities that maintain their interest and develop their learning. For example, many take an active part in activities, such as snooker or playing with small world resources, such as model dinosaurs and action figures, whilst others choose to take part in quiet activities, such as drawing, board games and jigsaws.

Staff pay good attention to planning the programme of events. For example, during the holiday sessions they discuss the activities with the children and encourage and value their opinions as to what should be included. As a result the children are able to take part in a range of interesting activities, which are linked to a different theme each week and often include an outing. For example, their enjoyment is evident as they take part in baking activities, such as making pizzas and decorating small cakes. They study the programme of forthcoming events with interest and clearly look forward to taking part in the activities on offer. Many children learn new skills as they take part in craft activities, such as sewing when they make soft toys from felt and

creatively use a range of resources, such as pipe cleaners, buttons and feathers to design and make decorative pencil tops.

Children are very well supported by the staff who are skilled at encouraging them to extend their experiences. They listen with interest to what the children have to say and develop close relationships with them. The children clearly value the staff's interaction. For example, they delight in sitting and chatting to staff and involving them in their games, such as playing dominoes. A very harmonious atmosphere is evident during the sessions. The children are happy, settled and well behaved and are very keen to talk about their time at the club and the activities provided.

Helping children make a positive contribution

The provision is satisfactory.

All children are warmly welcomed into the club and are valued and respected as individuals. Staff discuss their individual needs with their parents and meet these appropriately. Staff have limited experience of caring for children with learning difficulties or disabilities, but they are aware of adapting activities and of the importance of working in partnership with parents. The children enjoy positive relationships with the staff and each other and have good opportunities to develop their self-esteem and confidence. For example, they are able to voice their opinions and make choices and decisions as they direct their own play and discuss what activities they would like to see included in the programme of events.

Children have some opportunities to learn about the wider world. For example, they learn about the Chinese New Year when as part of their celebrations they make kites and dragons. They also benefit from visitors to the group, who share their skills with them, such as an artist who shows them how to make ceramics. However, resources to raise their awareness of diversity further are not always readily available during the sessions. Children have good opportunities to learn about their own community. For example, they visit the nearby park and use the local bus service as they enjoy outings to the cinema during the holiday play scheme. They also enjoy outings further afield to the seaside and a farm where they particularly enjoy observing various birds of prey that are housed there.

Children's behaviour is good overall. They behave well because they know what is expected of them. For example, they know they must remain at the table at meal times until everyone has finished and help to tidy away the toys and resources. Some of the older children occasionally display challenging behaviour but staff discuss the consequences of this with them and the children react positively at these times, apologising when necessary.

An effective partnership with the parents contributes to the children's well-being in the club. Parents are made welcome and good verbal communication is evident. They are kept informed of their child's care and activities and their opinions as to how various aspects of the club can be improved are sought. For example, staff recently carried out a survey to gain the parent's view as to whether the provision of the tuck shop should continue. A hand book is available for any new parents, however, this is not kept up to date in all areas. For example, the club's policies and procedures have

recently been reviewed and amended but these changes are not reflected in the hand book, which means parents are not provided with fully accurate information. Parents are keen to express their satisfaction of the staff, the care and activities provided.

Organisation

The organisation is satisfactory.

Children are cared for in an appropriately organised environment. The premises present some constraints but staff overcome most of these well to maximise play opportunities for the children. For example, the small room adjacent to the main playroom is used to provide activities, such as snooker. Staff are clear of their responsibilities and work well together as a team. They show a commitment to improving their knowledge and developing their practice. For example, two members of staff including the manager have recently completed a level three course in play work.

Activities are well planned and policies and procedures are clear and used effectively to promote the care and welfare of the children. Parents receive good information about forthcoming events and activities that are scheduled to take place during the holiday sessions, but the information in the handbook, which is available for any new parents is not up to date in all areas. All legally required documentation which contributes to children's health, safety and well-being is in place and is stored securely to maintain confidentiality. Staff evaluate the provision to some extent. For example, all policies and procedures have been reviewed and amended recently.

Overall the provision meets the needs of the range of the children for whom it provides

Improvements since the last inspection

At the last inspection it was recommended that the club improve the documentation, the resources and the safety.

Staff now record the children's arrival and departure times on the daily register, the child protection policy has been amended to include the procedure that would be followed in the event of an allegation being made against a member of staff and the complaints procedure now includes details of Ofsted's role and contact details. A policy has been devised detailing the procedure that would be followed in the event of a child being lost and additional resources have been purchased, which reflect diversity. In addition, benches have been put in place in an effort to prevent children accessing the stream in the outdoor area. However, the action taken is not sufficiently effective in minimising the risks to the children's safety when using this area.

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 are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE

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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 children are encouraged to follow effective procedures when washing their hands
- improve the range of snacks provided during the holiday provision to ensure children are offered healthy options
- ensure children cannot access the stream in the outdoor area
- ensure the premises are adequately ventilated
- ensure that electric sockets in areas accessible to children are fitted with safety covers.

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