



Wheldrake out of school club

Inspection report for early years provision

Unique Reference Number	EY330540
Inspection date	20 September 2006
Inspector	Diane Lynn Turner
Setting Address	Wheldrake Village Hall, Broad Highway, Wheldrake, York, YO19 6BU
Telephone number	01904 448420
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Registered person	Wheldrake out of school committee
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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Wheldrake out of school club was registered in April 2006. It is run by a parent committee and operates from the village hall in Wheldrake, a village situated on the outskirts of York. The club has use of the main hall, a smaller adjacent room and the playing field. A maximum of 24 children may attend the club at any one time.

Opening times are Monday to Friday from 15.30 to 18.00 during term-time only. There are currently 37 children on roll, aged from four to 11-years-old, most of whom attend the village school. The club is currently supporting children with learning difficulties.

There are six members of staff who regularly work with the children. Of these, two have an appropriate level 3 qualification and one is a qualified paediatric nurse.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are kept healthy and thrive because staff follow effective procedures in their daily routines. For example, tables are cleaned thoroughly before food is served and the fridge temperature is checked and recorded each day to ensure any perishable food is stored safely. A comprehensive sick child policy is in place, with information available for parents of the exclusion times for infectious diseases, and there is a procedure in place for taking a child to hospital should the need arise. Liquid soap dispensers and paper towels are available for hand washing to help prevent the risk of cross infection and there are good systems in place to deal with any accidents. The arrangements for cleaning the toilet facilities, however, are not always effective as this is not carried out on a sufficiently regular basis.

Children are very independent in their self-care. They have a good understanding of why they need to wash their hands before eating and after toileting and readily do so at all times. They have a very positive attitude towards physical exercise. They are able to use the grassed area at the premises for organised games and in addition staff make regular use of the nearby play park to enable them to use a variety of large equipment to help them develop their physical skills. The children clearly relish the time they spend in the park as they enthusiastically use the basketball net, swings and climbing equipment. They also take part in activities to help them understand how their bodies work, such as learning about keeping their hearts healthy and how to take care of their teeth. They understand the effect that exercise has on their bodies and they are able to sit quietly and rest according to their needs.

Children gain a good understanding of healthy eating and the value of good nutrition. For example, they are offered a range of snacks, including food from around the world, such as pasta, nan bread and poppadoms. Fruit is always available for the children to access as and when they want and the children know this is good for them. Staff ensure that any food that is offered complies with the children's individual dietary needs so they remain healthy. 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. 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 good.

Children are cared for in a safe, well-maintained and organised environment which has very good areas of space. Their risk of accidental injury is minimised effectively because staff are vigilant and use thorough risk assessments to reduce potential hazards. For example, safety policies and procedures are in place, which are consistently implemented and staff are made aware when they are first employed that they all share responsibility for the safety of the children and each other. Daily checks of all areas are carried out before the children arrive and staff routinely record their findings. Parents and visitors are admitted by staff and no

unauthorised person is allowed access. Identification is verified and the visitors' log completed. As a result, the children are able to move around safely and independently.

Staff help the children to understand how to keep themselves safe. For example, they practise the group's emergency evacuation procedures with them regularly to ensure the children know what to do in the event of a fire, and remind them of the established routines when walking to and using the park. As a result the children know they must wear their club hats at all times so staff can easily identify them and that they must walk in a sensible manner and not access particular areas of the park.

Children have access to a good range of toys and equipment that are appropriate to their age and stage of development. A range is set out by staff, which children are able to choose from on arrival, and they are able to request additional equipment of their choice throughout the session. Good use is made of the toy library facility to enhance the club's own resources and increase the range. All toys and resources are maintained in a safe condition to ensure 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. Staff all attend training as part of their induction to help them identify possible signs and symptoms, have a good understanding of their responsibilities, and know what to do if they have concerns. Parents are made fully aware of the club's responsibility in this area because a statement is included in the welcome booklet, which includes details of how they can access the full policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children are enthusiastic and very self-assured in the club's welcoming environment. They settle quickly on arrival and clearly enjoy this time at the end of the school day when they can relax or be active in accordance with their needs and interests. Many take an active part in activities, such as making dens or using hand-held electronic games, whilst others choose to take part in quiet activities, such as drawing, craft activities or looking at books.

Children are offered a good range of well-planned activities that maintain their interest and develop their learning. Staff discuss the programme of activities regularly with them and encourage and value their opinions as to what should be included. Weekly plans, which detail a focused activity relating to a particular theme, such as 'around the world' or 'body parts' are then drawn up. Staff also facilitate any interests the children have. For example, the children are currently captivated by making dens and staff ensure they have a wide range of resources, such as fabric and large foam squares to help them in this. The children show great imagination as they design and make various structures and have great fun using these.

Children are well supported by the staff. They listen with interest to what the children have to say and develop close relationships with them. The children chat happily about their day at school and are keen to share their experiences, such as going on holiday when they bring in photographs to show. Good support is provided for the younger ones and those who are new to the club to help them settle in. Staff clearly explain the club's routines and boundaries to

new children and the older children readily involve the younger ones in their play, showing them how to use particular equipment, such as electronic toys. A busy, productive atmosphere is evident during the sessions. The children are happy, settled and well behaved and are keen to talk about their time at the club and the activities provided.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the club and are valued and respected as individuals. Parents are asked to complete a comprehensive registration form before their child starts at the club so staff are fully informed of the child's individual needs and how these can be met. The children enjoy very good relationships with the staff and each other, which are mutually respectful. They have very good opportunities to develop their self-esteem and confidence and are able to voice their opinions and make choices and decisions. For example, they discuss with staff which new resources they would like for the club, help to design the club's logo and decide how they want to personalise their club hat. They also contribute articles to the club's regular newsletter, such as interviews with the staff, puzzles and jokes. Children with learning difficulties or disabilities are safe and fully included because of the sensitive adult support and good communication with their parents.

Children learn about the wider world through a range of very interesting activities. For example, they learn about other faiths, festivals and customs as they take part in topics, such as 'around the world', when they taste a variety of food, make flags and learn to write their name in Polish. They benefit greatly from visitors to the group and the input of staff members of different nationalities, who share their skills and customs with them. For example, they learn about Rangoli patterns, a colourful example of which is depicted in the car park, and they learn about countries, such as Poland and Central America. They also have good opportunities to learn about their own community as they make regular use of the local park and help to raise funds for the village school.

Children's behaviour is good. They know what is expected of them because they discuss and help to draw up the behaviour rules for the club. The older children demonstrate a responsible attitude as they encourage the younger children to take part in activities and show them how to use particular equipment. They demonstrate good manners, put their hand up if they want to speak at group discussion times, have a courteous approach to visitors and routinely use a timer to ensure popular equipment, such as electronic games, are shared fairly.

A very effective partnership with the parents contributes significantly to the children's well-being in the club. Parents are made very welcome and good verbal communication is evident. They are kept very well informed of their child's care and activities. For example, they receive a very detailed and extremely well presented information booklet when their child starts at the club and they receive regular newsletters to keep them updated about activities and events. The parents who commented about the setting were very supportive and keen to express their satisfaction with the service.

Organisation

The organisation is good.

Children are cared for in a well organised environment. Staff are aware of their responsibilities and work very well together as a team. There are currently sufficient suitably qualified members at each session and their performance is monitored effectively through annual appraisals. Some members of staff, however, hold qualifications gained in other countries and the club has not checked the relevance of these. This could have an impact on the required levels of qualified staff if the numbers of children attending the club were to increase. Staff show a commitment to improving their knowledge and developing their practice. For example, some members have recently attended training in health and hygiene and have successfully implemented various aspects this, such as improving the provision for hand washing.

The indoor space is organised well to maximise play opportunities for the children. Activities are well planned and there are comprehensive policies and procedures in place, which cover all areas and are used effectively to promote the care and welfare of the children. All legally required documentation, which contributes to children's health, safety and well-being is in place. It is extremely well organised and is stored securely to maintain confidentiality.

Overall the provision meets the needs of the range of the 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 required 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:

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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):

- improve the arrangements for cleaning the toilet facilities

- improve the systems for checking that staff's qualifications are relevant to the post held.

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