



Headstart Clubhouse

Inspection report for early years provision

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| Unique Reference Number | EY319312 |
| Inspection date | 20 July 2006 |
| Inspector | Janice Broddle |
| Setting Address | Huntingtower CP School, Huntingtower Road, Grantham, Lincolnshire, NG31 7AU |
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| Registered person | Sue Jenkins & Diane Smith |
| 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?

Headstart Clubhouse is part of a chain of privately owned provisions. It opened in 2006 and operates from Huntingtower school, on the south side of Grantham. Children attending have access to two classrooms and the reception and toilet facilities beside these, the hall, library, computer room, adjoining outdoor play area and the south garden.

The facility is open each week day from 08.00 to 09.00, and from 15.15 to 18.00, during school term times. A maximum of 32 children may attend the facility at any one time. There are currently 39 children on roll, 21 of whom are under eight years old. Children attending are all pupils of Huntingtower school. The facility currently supports a number of children with learning difficulties and / or disabilities and also supports a number of children who speak English as an additional language.

The facility employs three members of staff, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean environment. Effective cleaning and hygiene routines, for example, table-cleaning procedures and hand-washing routines, help to minimise the risk of cross infection. There are good arrangements to meet children's individual health needs, along with comprehensive first aid arrangements, which ensure that children receive swift and appropriate attention following any accidents. Required documentation to promote children's good health is in place and contains appropriate details.

All children have a snack during the session. This is freely available during an identified time so that children can access when they are hungry. Drinks are available for the duration of the session. The setting actively promotes healthy eating and children enjoy a wide selection of fresh fruits, which they help to prepare. Through discussion with staff they are learning about the benefits and importance of healthy eating. Staff are aware of children's specific dietary requirements through effective record keeping systems and discussion with parents, and ensure that these are met.

Children benefit from regular opportunities for fresh air and physical play. They freely access the adjoining school playground and enjoy a range of physical activities that help to promote their co-ordination and control, such as ball games, skipping games and climbing. Children continue to access physical activities in poorer weather as they are able to use the school hall.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are looked after in a safe and secure environment. Staff carry out daily safety checks to reduce potential hazards which enables children to safely move around and select their play materials. Sound security systems monitor access to the building and staff provide high levels of supervision, deploying themselves well to ensure that children's movements are monitored. Children are kept safe when being taken to and collected from school, due to clear procedures that are effectively implemented by staff. Staff plan well to ensure that they can effectively supervise the children and respond appropriately in the event of fire and children are fully familiar with these procedures, however, a detailed fire evacuation log is not maintained.

Children use good quality toys and equipment and there are sound systems in place to check that they remain safe for them to use. Low-level storage enables them to freely and safely select a wide range of toys and games. Children learn to keep themselves as they have a comprehensive understanding of safety rules. They know the outdoor boundaries and are aware of rules regarding climbing equipment.

Children's welfare is effectively promoted because staff have a sound awareness of their responsibilities regarding child protection. They are fully familiar with the setting's clear policies and procedures, although systems are not yet in place to share these with parents. The

designated person has undertaken appropriate training to develop her knowledge and understanding of issues, and knows the relevant agencies to contact.

Helping children achieve well and enjoy what they do

The provision is good.

Staff create a relaxed and very friendly atmosphere and children are happy and enjoy their time at the setting. The environment is bright and stimulating and children enter eagerly. They participate well at registration time and then quickly settle to their chosen activity. They move around independently, freely selecting their toys and play materials from the broad range available. Staff use one area to present planned activities. These are varied and interesting, providing opportunities for children to use their creativity and imagination to design and construct using a broad range of materials. Staff also plan physical play and children freely move outdoors to participate in ball games, team games or to use the outdoor apparatus. Children freely select other activities, choosing from the wide variety in the storage units and settling in pairs or in small groups to play games and build with construction equipment.

Children have good relationships with staff and confidently express their needs and wishes, opinions and views, both verbally and in writing. They engage with them in animated conversations and confidently seek support when required, for example, when asking them to play games with them. Children relate well to each other and have formed firm friendships. They mainly play in small groups or in pairs, although children wishing to play alone, or engage in specific activities with adults, are able to do so.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as staff actively seek their views and opinions and act upon these. For example, children are involved in making the rules regarding behaviour and write down suggestions and put these into the suggestion box which staff respond to as they arise. Children are involved in planning activities and themes are based on their interests. They consequently feel a real sense of belonging and ownership within the group, spontaneously referring to documentation and equipment as 'ours'. They behave well and are aware of the boundaries. They form positive relationships with each other and with adults and play co-operatively together.

All children are welcomed into the setting, and are content and settled. Staff have a good knowledge of children's individual needs through effective documentation and ongoing communication with parents. Effective systems are in place to ensure children with learning difficulties and / or disabilities can be fully included in the life of the group. Children learn about the wider society through the range of toys and activities, which promote their awareness of difference. Staff have a sound understanding of issues relating to equality and sensitively challenge any behaviour which may exclude other children.

Children's well-being is promoted by the effective relationships that staff develop with parents. Staff have very positive links with the school and ensure that all relevant information is clearly

relayed between school and home. Parents stay well informed about children's activities and the setting's policies and procedures through ongoing discussion, notice boards, and regular newsletters.

Organisation

The organisation is good.

Children benefit from being cared for by consistent staff who are appropriately qualified and suitably vetted. All legally required documentation is in place and meticulously maintained although systems to notify Ofsted of significant events are not fully effective. The comprehensive range of policies and procedures along with detailed children's records contribute to children's health, safety and welfare and ensure that staff can meet their individual needs.

Staff are clear of their roles and responsibilities as there are clear systems in place to provide ongoing support and training which improves the quality of care for children. Staff work well together, they deploy themselves effectively, providing good levels of supervision and support for children along with a range of stimulating activities. Children access a broad and varied range of activities, which are appropriate to their level of development, and they are happy and confident within the setting. Space and resources are well organised which enables children to move freely and around their identified play areas and make independent choices regarding their play. Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the registration.

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 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 that Ofsted are notified of significant events with regards to anything that impacts on the smooth running of the setting
- ensure the fire evacuation log is kept to the satisfaction of the Fire Safety Officer
- develop systems to share the child protection procedures with parents before admission to day care.

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