



## **Gaddesby School Community Out of School Club**

Inspection report for early years provision

<b>Unique Reference Number</b>	226334
<b>Inspection date</b>	11 July 2006
<b>Inspector</b>	Mark Evans
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<b>Registered person</b>	Gaddesby School Community Out of School Club
<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?

KOGS After School Club was established in 1997. It operates from the Gaddesby Primary School situated at the edge of the village. The club has access to the school hall, a junior classroom, library, study area, kitchen, toilets and enclosed school grounds together with the adjoining village hall. It is open to children attending the school.

There are currently 40 children on roll. Children attend a variety of times and sessions each week and in the school holidays. The club opens five days per week and sessions are from 07:45 to 08:50 and 15:10 to 18:00 with breakfast and tea

provided. The holiday club is open from 08:00 to 18:00. A special educational needs co-ordinator is available for support.

Eleven part-time staff work with the children. Six have early years qualifications of whom five have a level three qualification and one has a level two qualification. The setting receives support from the Local Authority and is a member of Kids Club Network.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children maintain good health through using appropriate practices in their daily routines, for example, washing their hands before eating and after toileting and applying sun barrier cream before playing outdoors. They learn about the reasons for keeping clean because staff talk to them about good hygiene and personal care, for example, a staff member checked that a child had washed his hands and reminded him not to play with the resources before eating his food because of germs.

Children's well-being is secured through having sufficient staff with knowledge of appropriate health practices, for example, food safety and hygiene and first aid. Their well-being is supported by appropriate arrangements with parents for seeking emergency advice or treatment and for care of children who are ill or infectious. Well-maintained records for medication and accidents makes sure that medicines are administered consistently and accidents monitored.

Children have very good awareness of the importance of good diet because staff talk to them about healthy eating and they help to grow items which they can collect and eat. For example, strawberries and runner-beans. Their dietary health is supported by daily provision of healthy foods such as fruit, vegetables and salad items. Children experience a substantial and varied menu, which includes well presented, balanced and nutritious foods. Children's health is safeguarded because staff have knowledge and records of their individual dietary needs and ensure that this is provided for. Children have drinks at snack time and are able to have other drinks at any time during their session. This ensures that they are well hydrated and comfortable.

Children continue to develop coordination and control of their bodies through physical games and activities. They select from a wide range of resources and learn new skills, for example, riding a two- wheeled bicycle. They benefit from regular outdoor play, which gives them opportunities to be vocal and active and provides fresh air and exercise.

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

The provision is satisfactory.

Children have safe and comfortable accommodation for their care and play because the premises are well equipped and maintained. For example, the rooms are in a good state of décor and there are various types of furniture allowing children to relax

or be active. Children are kept safe because furniture and resources are in suitable condition and staff reduce most risks, for example, by undertaking regular evacuation practises. However, written risk assessments are not fully reviewed and completed for aspects of identified hazard. Children's welfare is safeguarded because staff have sound knowledge of child protection issues and procedures for lost or uncollected children. Children learn about safety and take responsibility for establishing safe practice. For example, there is an agreement for them to help to tidy away activities to keep safe order and they have helped to devise rules that link to safety, such as no riding bikes near the climbing frame.

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

The provision is good.

Children are very well settled and they spend their time purposefully in their play and activities. They use opportunities to express their creativity, for example, through use of malleable materials, junk modelling and painting. They have good opportunities to develop new skills and experience challenge, for example, through using fabric paints, learning to knit with wool and developing skills to ride a bicycle. Children are confident to explore their environment and they independently select activities and initiate their own play. They contribute to a listing of things they like to do so that they can influence the types of activities that are included within the activity programme. Children show very good levels of concentration and interest in their activities. They take part in games and activities that require sharing and taking turns, for example, playing board games. Staff listen to children and have high expectation of what they can achieve, for example, they support those who want to organise activities for younger children. As a consequence, children are developing very well socially. Children have excellent relationships with adults at the setting and this helps their sense of security and well-being.

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

The provision is satisfactory.

Children are made welcome at the setting and are respected as individuals. They are involved in some activities and events that develop their awareness of people from the wider community. For example, tasting foods and making creative items that link to cultural festivals such as Diwali and the Chinese New Year. However, the materials and play resources that contribute to children's awareness of diversity are limited. Although the setting welcomes children with special needs and staff look to meet their individual needs, the written special needs statement is not sufficiently informative and does not support this aspect of care.

Children behave very well and respond to staff requests. They assist in devising rules for the setting, which enables them to analyse right and wrong and take responsibility for good conduct. Children are confident to talk about themselves and their time at the setting and have good social skills. Their self esteem is supported by staff who are consistent and give praise for effort and involvement. Children play harmoniously together when engaging in joint activities, for example, whilst playing board games or

team sports games. They benefit from the positive relationships and daily communications that staff have with parents, enhancing the levels of continuity for the children. Parents receive written details on the setting, which includes policies and general arrangements. This allows parents to make informed choices about the care provided for their child.

## **Organisation**

The organisation is good.

Children benefit from good organisation of space and resources, which enables them to make choices of play. They have an interesting range of experiences and the setting is organised so that they use different areas of the school premises and associated facilities for various types of activities. Staff deployment provides very sound adult to child ratios and gives children individual attention. Children's welfare is protected because the setting has robust systems for vetting and checking suitability of staff working with them. Five staff have relevant level three childcare qualifications and one has a level two qualification. Additional training, for example, food hygiene and safety and first aid, helps to develop staff knowledge and practice. The setting organises periodic team meetings and has a development plan so that aspects for improvement are identified and progressed. Documentation is made available for inspection and most written policies and records are well organised and in good order. This helps to secure children's well-being and safeguard their welfare. Overall, the setting meets the needs of the children who attend.

## **Improvements since the last inspection**

At the last inspection the setting was required to ensure that current public liability insurance is maintained and to improve levels of staff with current first aid training. The setting holds up-to-date insurance and has sufficient staff with first aid training on duty each day to ensure that children receive appropriate support in the event of an accident or injury.

## **Complaints since the last inspection**

There are no complaints to report 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.

## **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.
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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):

- complete the review of written risk assessments for the safety and security of the premises and outdoor area, including the pond, with an action plan with timescales that identifies action to be taken to minimise identified risks
- ensure that the special needs statement is consistent with current legislation and guidance and develop the range of resources to promote equality of opportunity and anti-discriminatory practice.

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)