



Stanford Clubhouse

Inspection report for early years provision

Unique Reference Number	EY321319
Inspection date	13 September 2006
Inspector	Jacqueline Oldman
Setting Address	Stanford le Hope County Infant School, Copland Road, STANFORD-LE-HOPE, Essex, SS17 0DF
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Registered person	East Thurrock Kids Club Ltd
Type of inspection	Integrated
Type of care	Full day 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

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

East Thurrock Kids Club Ltd is privately owned. It was registered in 2006 and operates from two classrooms in an annexe of Stanford-Le-Hope Infant School in Essex. A maximum of 32 children may attend the provision at any one time. The setting is open from 07:00 to 18:45 Monday to Friday for 52 weeks a year, excluding Bank Holidays. Children attend the out of school club from 07:00 until 08:45 and 15:15 until 18:45. Children aged two to under five years may attend the pre-school

sessions that are from 09:00 until 11:30 and 12:30 until 15:00. A lunch time club operates from 11:30 until 12:30. The holiday play scheme operates during school holidays for children aged four years to under eight years from 07:00 until 18:45. The setting also cares for children over the age of eight years. All children share access to a secure enclosed outdoor play area.

There are currently 123 children from two to under eight years on roll. Of these 29 children receive funding for nursery education. Children attend from the local and wider community. The setting supports a small number of children who have learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

The club employs 15 members of staff. Of these, nine staff, including the managers hold appropriate early years qualifications. Three staff are currently working towards a recognised early years or playwork qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-school Learning Alliance (PSLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children at the setting do well because staff mostly follow procedures which satisfactorily meet the children's physical, nutritional and health needs. There are clear written guidelines that protect children from illness and infection and cover the procedures in the event of a child being unwell. Staff have attended first aid courses and keep clear records of any accidents or medication administered to protect children. Children stay healthy because they understand simple good health and hygiene practices. A visit from the dentist helped children learn about the importance of dental hygiene. More able children know they wash their hands before eating and after using the toilet and younger children are supported in learning the importance of good personal hygiene routines. However, children are not fully protected from cross infection during the holiday play scheme as children sometimes wash their hands in the play room sink without using soap and sharing a communal towel. All children are sensitively cared for during hot weather. The staff are mindful of the heat and ensure that children are protected against the sun. Parents provide sun cream that is labelled to keep children safe. A gazebo is erected to provide additional shade where children enjoy activities, including sand play, and can sit quietly reading books.

Children are well nourished. Those attending the holiday play scheme and breakfast club have a choice of cereal and toast daily for breakfast together with the 'special' which is offered on a four week menu rota. Children in pre-school and the holiday scheme enjoy freshly prepared snacks containing fruit choices, as well as toast or crackers for energy, and a choice of drink. Children attending the lunch and holiday clubs enjoy packed lunches, supplied by parents. They receive information regarding appropriate storage facilities and healthy eating options together with suggestions for keeping 'unsafe' items fresh in hot weather. More able children serve themselves and

sit in the café area making a relaxed and sociable time to chat with their friends and develop independence as they decide where to sit, what to eat and drink and how much they would like. Children learn about healthy living as they discuss with staff how nutritious milk and fruit promote healthy growth and development. Children have their health and dietary needs met because the staff gather information from parents and are made aware of any allergies or special dietary requirements. A list is held in the kitchen to ensure children are not given unsuitable foods.

Children rest and sleep according to their individual needs. They all take part in daily opportunities for physical exercise and enjoy planned activities designed to promote body awareness and challenge them to develop movement skills; this contributes to their good health. Music and movement sessions are lively and fun, often linked to the topic and also spontaneous, as when an action song is suggested and children join in enthusiastically and noisily. They pretend to move like crabs and fish, as part of a topic on under the sea. Pre-school children use the outdoor play area daily, weather permitting and show great enthusiasm when invited outdoors to play. Here they have freedom to move, using a variety of equipment, changed frequently. They can paint and draw and practise mark making with chalks and paint brushes. They have bats and balls, and wheeled toys to steer and control. Pre-school children delight in experiencing the smells and textures of the plants in their small sensory garden. A good range of outdoor apparatus is provided so children attending the holiday play scheme can practise and refine their skills when kicking, riding, throwing, climbing and jumping. Children run and move confidently, and challenge staff to join in, during outdoor games and activities. All children benefit from opportunities to use the host school's balancing equipment and obstacle course. Small motor skills are encouraged and developed by use of manipulative toys, puzzles and tools for craft and mark making. Children use cutters and rollers with play dough, and scissors and glue sticks during creative activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have use of suitably sized furniture to meet their needs. Tables and chairs are height adjusted to meet the range of children attending the different sessions and arranged to allow them to use the toys and equipment safely. The play space is decorated with murals and posters, together with children's work made into colourful and stimulating displays. Storage of toys and play materials mean children can access what they want easily and safely, or know that they can ask for things. The toilets and wash basins allow for some development of independence for children. However, they are down a corridor from the playroom, so children are accompanied by staff when using the toilet to keep them safe

Children are cared for in a very safe and secure environment. Sound procedures mean children cannot leave the premises unseen and all visitors are checked before admittance. Children take part in regular fire drills, which are recorded. Fire safety equipment is tested frequently and maintained appropriately. Holiday play scheme children confidently explain the procedures and staff throughout the provision are aware of their roles and responsibilities, in the event of an emergency evacuation.

Children's care and welfare is considered and there is a designated member of staff with responsibility for child protection for each group within the setting. Ongoing training ensures there is always a staff member with up to date knowledge and understanding of procedures and the majority of staff are aware of their role and responsibilities in protecting children. Parents are informed of the group's approach to safeguarding children before their child is admitted and policies and procedures are readily available to enable them to respond to any concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Young children have a variety of interesting and stimulating activities to promote their all round development. Activities are offered to children with a varying degree of support according to their individual needs. A record is kept of the regular observations made by key staff to ensure they are fully aware of each child development in order to plan meaningful activities to help them make good progress. All key staff have attended 'Birth to three matters' framework training and implement it effectively into their care practice, improving outcomes for young children.

Children attending the holiday play scheme are kept busy and have fun. They take part in wide range of varied activities both indoors and outside; this helps them to practise and refine their skills. Good use is made of equipment lending schemes to broaden children's experiences. They learn to use a potter's wheel, experiment with circus skills and use large size games to develop their all round proficiency. Children persevere at chosen tasks until they are satisfied they have finished.

Nursery Education

The quality of teaching and learning is satisfactory.

Children in the pre-school follow a curriculum based on the Foundation Stage. They enjoy activities designed to help them make progress through the stepping stones, towards the early learning goals. Staff plan as a team and take responsibility for their key children when delivering more structured activities, making them appealing and engaging for the children. Activities are generally evaluated and have some assessment opportunities built in. Key workers understand their own group member's needs and work towards targets for individual children. Their progress is observed to build into a record showing what children can do. However, this information is not yet sufficiently detailed or effectively used to inform children's next steps in learning to ensure opportunities for individual children are maximised.

Children benefit from generally good support in their communication, language and literacy development. A wide range of strategies and first hand experiences help them develop their communication skills. They learn to interact effectively with others while extending their vocabulary. They recall past experiences with confidence and link them to recreate roles and experiences. Children listen and respond well at registration, acknowledging their names. They talk articulately about the weather, and the date and day, reinforcing their understanding of the patterns of time and the seasons. Children enjoy books both individually and as a group, often choosing to sit

quietly and read. They have varied opportunities for mark making as they have free access to chalks, paint, pencils and crayons. However, children are not encouraged to write their own name on artwork and sometimes opportunities are missed in role play.

Mathematical development is promoted through everyday routines as well as planned, focused activities. For example, children count the numbers of children attending; they line up trains in numerical order and know when any are missing. Children have good opportunities to observe and learn about 2D and 3D shapes. They spend time looking at and discussing the similarities and differences before selecting one in a feely bag and guessing which it is. Children experiment as they use a variety of shapes to create real and imaginary faces before looking in the mirror to draw their own face. During circle time children decide how many legs an octopus or crab might have and enjoy trying to move like one. Puzzles and play dough help support ideas of shape and space.

Children take part in opportunities to develop an understanding of the world around them, both natural and man made. Children create a sensory garden and enjoy first hand experiences to taste and smell; this develops their natural curiosity. Knowledge of the wider world and an understanding of the similarities and differences of others are developed as they listen to speakers from outside talking about their experiences and jobs.

Creative play and learning opportunities are very good. Children freely use the craft area to paint and print, cut, stick and collage with a variety of media. They show flair in designing and completing their artwork, experimenting with the materials and sometimes having no pre-determined outcome. Their efforts are valued and displayed or taken home. Children are able to listen and move to music, interpreting what they hear. They have varied role play areas to express their ideas, thoughts and feelings. Small world items such as animals and vehicles bring breadth to imaginative play as well as promoting language development.

Helping children make a positive contribution

The provision is good.

Pre-school children are mostly confident and relaxed in the setting, moving about and freely choosing activities. They understand the daily routines and respond well to staff, getting into groups or switching between indoor and outdoor play knowing what is expected of them. All children show good concentration skills, persevering at an activity, for example a large sheet of sponge printing or painting a ceramic money box, until satisfied they have finished. They are polite, using please and thank you spontaneously. Children behave with courtesy and consideration to one another and the adults around them, asking for help when needed and assisting one another. Most like to help tidy up and know where equipment belongs. Self-esteem is developed as children celebrate their birthdays and receive meaningful praise for their achievements and efforts.

Staff acknowledge all children have special needs at some time and children with additional needs are well catered for. Children benefit from the partnership made with

a local school for pupils with hearing impairment to help them learn to respect the similarities and differences of others. As a result, staff and children attending pre-school have learned simple basic signing skills. These are used effectively by staff to manage behaviour positively, particularly during circle time. Children's behaviour is very good. They respond to staff positively and little adverse behaviour is reported. A behaviour policy clearly sets out the staff's approach; this is shared with parents to encourage a consistent approach. Staff support young children well while settling in and gain a good understanding of their needs through close liaison with parents and frequent observation to ensure their individual needs are well known and met. A range of posters, toys, activities and visitors, such as the local dentist, help them learn about the wider community.

Children's behaviour is very good. They respond to staff positively and little adverse behaviour is reported. A behaviour policy clearly sets out the staff's approach; this is shared with parents to encourage a consistent approach.

Nursery Education

The partnership with parents and carers is good. They feel welcomed and find staff friendly and very approachable. Parents receive regular newsletters and say they are informative and include details of topics and everything they need to know. Open nights, reports, both formal and verbal; together with displays of children's work and the curriculum ensure parents are well informed about their child's progress and what they have been doing. Parents appreciate the good progress children make. The relaxed approachability of staff means that parents can communicate easily and share any concerns. Staff key worker details and other important information, such as the complaints procedure, is displayed in the hallway and play rooms to ensure parents are kept fully informed.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

All children are cared for by staff that have undergone checks to ensure their suitability to work with children. Recruitment and induction procedures are in place for new staff that are selected according to their skills and experience. However, the induction procedure requires reviewing to ensure all staff are made fully aware of their roles and responsibilities. A system of ongoing appraisal gives all staff the opportunity to assess their own professional development and highlight training needs.

The organisation of the pre-school rooms is good, with separate areas for different activities and a free-flow style allowing children to choose from a range of indoor activities. Routines are organised to ensure children spend time outside daily. The hard area outside is used well, with all areas of the curriculum represented. The area of the school playground housing the fixed play equipment is made available to pre-school children at specific times to extend opportunities to develop their physical skills.

Activities are well planned to keep children attending the holiday play scheme and after school club busy and entertained. They are able to choose from a wide range that is set up ready for them both indoors and outdoors; this encourages their independence. However, there are fewer opportunities for children attending breakfast club to make choices unaided.

Documentation and paperwork to support children's care and welfare needs is in place and confidentiality is maintained. Policies and procedures to support the safe and efficient management of the provision are well organised and updated in a timely way as new information becomes available, however very minor changes are still required.

Overall, children's needs are met.

Leadership and management is satisfactory.

Staff in the pre-school work well as a team. They are motivated and enthusiastic, willing to work hard to ensure children make good all round progress. Long and medium term planning is discussed, and agreed as a team, to provide continuity of care for children. A key worker system is in place to support children's individual needs. Key workers are responsible for the short term planning and assessment of the structured activities. They record their observations of what children can do but these are not yet used effectively to inform future planning to maximise outcomes for all children. The quality of care and education is monitored as the team work closely with other professionals to develop their planning, observation and evaluation skills. Staff are aware of the areas for development and strive to make progress in these. Training is valued and seen as a way to improve standards.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since 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.

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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):

- ensure good hygiene practice to help prevent the spread of infection. This refers to consistently providing suitable hand washing and hand drying facilities
- review induction training to ensure all staff are made fully aware of their child protection role and responsibilities.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop opportunities for children to write for different purposes. This refers to writing their own names on their artwork and consistently providing mark making resources during role play.
- continue to develop the planning cycle by effectively using observations of what children can do to inform future planning to help children to achieve as much as possible

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