



Smart Kids Out of School

Inspection report for early years provision

Unique Reference Number	218362
Inspection date	11 September 2006
Inspector	Jacqueline Mason
Setting Address	St Michaels School, Weavers Lane, Stone, Staffordshire, ST15 8QB
Telephone number	mobile 07970 865988
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Registered person	Smart Kids Out of School
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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Smart Kids Out of School Club is privately owned and opened in 1997. It operates from a large classroom and hall in St Michael's Primary School in Stone, Staffordshire. A maximum of 50 children may attend the setting at any one time. It is open from Monday to Friday. Opening hours are from 07.30 to 09.00 and from 15.30 to 18.00 term time only. Children are able to attend for a variety of sessions. There is access to a safe and secure outside play area.

There are currently 118 children aged from 3 years to 9 years on roll. The club

provides care for children attending the school and the local Middle School.

Five staff regularly work with the children and a further two staff are available to cover if needed. More than half of the staff hold a suitable childcare qualification to level two or three.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Satisfactory arrangements are in place to offer a varied diet and encourage children to make choices about what they eat. Children are offered a range of cereals, toast, crumpets and bread rolls for breakfast and a range of sandwiches, yoghurts and other snacks at the after school provision. Special dietary needs can be met in consultation with parents and carers. Children are encouraged to recognise when they are thirsty and develop independence in helping themselves to a drink of orange squash which is always kept readily available. Fresh drinking water is available to children on request. Children enjoy physical activity and outdoor play is encouraged during daylight hours.

Children are not sufficiently learning about the importance of good hygiene to promote good health as hand washing is not encouraged before children eat. Children sometimes go straight to the breakfast table without washing their hands despite having been playing with toys on the floor. Staff have satisfactory procedures to keep the physical environment clean to prevent the spread of infection. A chopping board is used for food preparation and tables are wiped before use. The arrangements for sick children help to ensure that the best interests of all children are met if they are unwell.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

The safety of children is not safeguarded effectively because the provision does not have a procedure that would be followed if children became lost or were not collected at the end of a session. Consistent arrangements are not in place. Security of the premises is satisfactory. Although the building is not locked during after school sessions, the provision is situated in a classroom that enables staff to monitor adults in the building. They have appropriate procedures to prevent children from leaving unsupervised. Effective procedures for the collection of children helps to ensure that children are kept safe and are not able to leave with persons not nominated by parents and carers. For example all persons who are allowed to collect the children are listed by parents and carers on the individual children's admission forms and a password system is also used.

Fire evacuation procedures are effective to ensure that children are protected in the event of needing to evacuate the premises in an emergency. Children know what to do in an emergency to keep themselves safe. For example they recognise the sound

of the fire bell, know where to line-up by the fire exit door and are aware of the assembly point in the playground.

Staff have a satisfactory awareness of child protection issues to ensure that the welfare of children is adequately protected. Although their reporting procedures are not robust, they recognise some of the signs and symptoms of abuse and understand their responsibilities to children. A written policy for child protection is in place that is available to parents and carers on request.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

A consistent routine is followed that helps children to be settled and confident. They know for example that after school they meet in the school hall and are escorted to the classroom that is used for the after-school setting. They know the requirements at breakfast time such as the procedures for having breakfast, and when in the hall or outside they know to ask to go to the toilet so that staff know where they are. Children have very good relationships with staff and each other and play harmoniously together.

Children are able to choose from a varied range of toys and resources. Staff put out toys for the children to choose from on arrival although children are able to ask for toys that are not out. Children benefit from a good range of age-appropriate toys, games and activities that are interesting and stimulating. Staff plan a daily activity for the after-school session and these are often art or craft based activities. Children are encouraged to participate but staff respect children's decisions not to take part. Staff are actively involved in the children's play. For example staff help children to produce dances and the also take part in construction activities such as playing with Lego. Staff show a good interest in what the children say and do and respond well to them. They chat with the children and engage them well in conversation, encouraging them to talk about their weekend and their home life.

Helping children make a positive contribution

The provision is inadequate.

Staff have friendly and trusting relationships with parents and carers. Policies and procedures are shared with them on request although the complaints procedure is not robust and does not include the contact details of Ofsted. There are satisfactory arrangements to share information with parents and carers to keep them informed about their children's day. They are encouraged to share what they know about their children. Staff share concerns about children with parents and carers. Children with learning needs and / or disabilities are welcomed into the setting and are encouraged to participate fully in games and activities. Staff have a satisfactory understanding of equal opportunities issues. They help children to learn about the world around them and the diversity of it. Activity themes include 'around the world' where children learn about different countries, the foods, customs and cultures that children from different parts of the world enjoy. Children are encouraged to play with all toys, for example

girls are encouraged to play football and boys enjoy the dressing up clothes.

Children's behaviour is very good. The consistent approach to managing unwanted behaviour helps children to learn right from wrong and play harmoniously together. Children have excellent relationships with staff and each other. They show a good understanding of responsible behaviour as they learn to share and take turns. Staff encourage good behaviour and value the individual efforts of children. Children are encouraged to develop a sense of belonging in the setting. For example older children take care of younger ones and children who are new to the setting, making sure that they are included in games and activities. This helps all children to settle quickly and feel secure.

Organisation

The organisation is inadequate.

Not all staff have a clear understanding of the need for robust documentation to help ensure the safe and efficient running of the setting. Some policies and procedures are in place to help parents and carers make informed choices about their children's care. Daily registers are maintained and the times of children's arrival and departure are recorded. Written information about children attending the setting are stored securely but staff records are not kept on site and are not therefore available for inspection. Overall the provision does not meet the needs of the range of children for whom it provides.

Children are cared for by a consistent body of staff which enables them to be secure and settled as they get to know each staff member well. Staff are enthusiastic about developing their childcare skills and knowledge. Some staff members also work in school during the day. The satisfactory organisation of space helps staff to be able to offer children opportunities for quiet activities as well as active physical play. Children are protected well from persons who have not been vetted.

Improvements since the last inspection

At the last inspection the setting was required to provide a policy for lost or uncollected children, improve the recording of medication given to children and revise the complaints procedure for parents and carers to follow if they wish to make a complaint. The setting was also required to improve the security of the premises, improve the facilities for hand washing and develop staff knowledge and understanding of child protection procedures.

The setting has not introduced a policy for lost or uncollected children and this puts children's safety at risk as staff are not aware of the procedures that they should follow if this situation arises. The contact details of Ofsted have not been included in the complaints procedure.

Medication is not generally given to children although children on long-term treatments are given medication where necessary. All necessary information is recorded and prior written consent is obtained from parents and carers. Staff have

improved their knowledge of child protection issues and now have a satisfactory awareness to help them safeguard children's welfare.

Although security of the premises has not been improved in the after school session staff are vigilant about making sure that they are aware of anyone who enters the classroom that is used. Children are only allowed to leave the classroom if they are supervised by a member of staff. Facilities for hand washing have been improved and staff ensure that soap is available to children at each session.

Complaints since the last inspection

Since the last inspection 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:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- put in place clearly defined procedures that would be followed if a child was lost or not collected
- improve the written statement that provides details of the procedure to be followed if parents or carers have a complaint and include the contact details of the regulator
- ensure that all records relating to day care activities are readily accessible and available for inspection at all times.

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

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