



## Saltergate Kids Club

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY276903   |
| <b>Inspection date</b>         | 22 November 2006   |
| <b>Inspector</b>               | Rachel Ayo   |
| <b>Setting Address</b>         | Saltergate Community Room, Newby Crescent, Harrogate, North Yorkshire, HG3 2TT |
| <b>Telephone number</b>        | 0793 644 506   |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Patricia Anne Gallagher  |
| <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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Saltergate Kids Club has been running for a number of years but was newly registered in 2003 due to a change of ownership. The out of school club is privately owned and operates from Saltergate Junior School, which is situated on the outskirts of Harrogate. A maximum of 32 children under eight years may attend the setting at any one time. The club have sole use of the community room adjoining the school, including the toilet and kitchen facilities. They also have access to the school hall, library, computer suite and class three toilets. The club operates Monday to Friday, term time only, between the hours of 08.00 and 09.00 and 15.00 and 18.00. Children attend a variety of sessions. Children have use of the school playground and playing fields for outdoor play.

There are currently 71 children aged from four to 11 years on roll. The setting primarily accommodates the children of Saltergate Junior School and Saltergate Infant School. The setting currently supports children with learning difficulties or disabilities.

There are five staff members who work at the setting, two of whom are support staff. Of these, four staff members hold an appropriate early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are sufficiently protected from infection because staff generally follow appropriate environmental health and hygiene guidelines, policies and procedures. For example, tables are cleaned with anti-bacterial solution before children eat and paper towels are used for children drying their hands. Children are excluded from the setting if they are unwell, especially if they have an illness that is highly contagious, minimising cross-infection. However, toilets in the community room are not in a good state of repair or maintained in a hygienic state. Children wash their hands before they eat, using an anti-bacterial soap, specifically designed for children. However, they all use the same bowl of water, which is not effective hygiene practice.

Children are well taken care of if they have an accident or become ill. For example, all permanent staff members hold an up to date first aid certificate and parental consents are obtained, to enable staff to seek emergency medical advice or treatment if necessary. Information is displayed for parents, so that they can feel confident that their children would be well taken care of in the event of a serious incident. Parents are asked to collect children if they become unwell at the setting and children are made comfortable in the interim period. Medicines are not generally administered to children, although there are records in place if required.

Children are sufficiently nourished. A selection of snacks are provided, some of which promote healthy eating. Staff provide a simple weekly menu for parents, and if this changes parents are verbally informed. Snacks include fruit, biscuits, toast and sandwiches. Warmer snacks are offered more frequently during the colder months of the year. Children are also involved in helping to prepare snacks. They prepare their own sandwiches, buttering their own bread and making choices from ham, chocolate spread, tomato, cucumber and cheese. Children thoroughly enjoy this. Children also engage in baking to provide different foods for snack time, such as pizzas or scones. A choice of diluted juice is offered at snack time and jugs are left out during the session, enabling children to help themselves to a drink. Children have their health and dietary needs met well because staff work with parents to obtain and effectively record information.

Children take part in regular physical activity to promote their all round good health. Outdoors, weather permitting, children run around, play ball games and general games, and use a range of large and small equipment that helps them develop confidence in their physical skills. Indoors, children use the school hall for music and movement and staff set out the gym mats for children to practise a range of body movements.

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

The provision is satisfactory.

Children are cared for in a sufficiently warm and welcoming environment. A range of information is displayed for parents and there is a gallery of well presented children's artwork, which helps children to gain a sense of belonging. Overall, space is organised effectively and most areas are suitably maintained. Activities are set out well, to ensure that children are able to move around freely and safely and enable them to be involved in a variety of play opportunities. However, there is no provision for children who wish to relax or play quietly, equipped with appropriate furniture. Children use a generally suitable range of safe equipment to support their development and learning.

Children are cared for in an adequately safe and secure environment. A range of safety information is displayed on the notice board, including risk assessments showing the responsibilities of each staff member. Information relates to daily checks of the premises and equipment, site security and the procedures for the emergency evacuation of the premises. Good security measures are in place at the main front entrance to ensure that access to the provision is monitored, thus promoting children's welfare. Staff implement satisfactory safety practice overall. For example, they supervise children using the school toilets or when transferring children between different areas within the school, such as the computer suite. Children learn to keep themselves safe by explanations from staff, such as why they need to sit down to eat their lollipops or why running indoors is not allowed.

Children are appropriately safeguarded because staff are clear about their role in child protection. They are able to identify a range of possible signs of abuse or neglect and are aware of their responsibilities to record and pass on any concerns of this nature.

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

The provision is good.

Children are happy, confident and well settled. They eagerly come into the setting and immediately start playing with resources, which are well set up for their arrival. Children enthusiastically make their own sandwich for tea and quickly eat this so that they can continue playing. Children are provided with a broad range of activities and play opportunities to promote their development and learning. Staff discuss the provision in monthly staff meetings and although staff currently plan informally they are developing activity sheets, such as for baking or arts and craft, showing clear aims of the activities provided. Children are also involved in deciding what they would like to do in the setting, such as playing a range of games in the computer suite. This enables them to have as much choice as possible.

Children show very good levels of interest in the provision. They are confident to make decisions as they readily choose from a good range of accessible resources, set out on tables and the floor. These include a dolls' house, cars and garage, games consoles, dough and role play resources. Children show good imagination as they use the plastic home corner utensils, pretending to make food, such as ice-creams. As the dough is green, children say that their ice-cream is mint-choc-chip flavour. A member of staff extends the conversation and children's learning by asking them if they can think of another flavour of green ice-cream, giving them

a clue that it is a type of nut. When children cannot guess this, the staff member talks to them about the pistachio nut.

A wide range of arts and craft activities are provided to develop children's creativity and imagination, such as bonfire night pictures and clay models. Younger children show great care and concentration as they engage in the Christmas decoration activity, using a range of collage materials. They spread the glue on their star or Christmas tree shape then sprinkle on different coloured glitter. They proudly show off their creation to staff and the childcare inspector, then carefully carry it to the windowsill to dry.

Children relate well to others. All age groups play co-operatively and are considerate and kind to each other. For example, younger and older children play together imaginatively with the cars and garage, children take turns on the games console or share the dough and utensils. Children talk to each other about what they are going to put in their sandwich, sharing the butter. Children readily approach staff who show interest in what they say and do. For example, one staff member sits with children playing with the dough and another staff member sits with young children, engaging in the arts and craft activity, supporting them if necessary. Children bring a pan filled with dough to the childcare inspector, saying that they have made some mushroom and leek soup.

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

The provision is satisfactory.

All children are valued and treated equally and fairly within the setting. Staff create a fully inclusive environment for all children and demonstrate good anti-bias practice. All children's individual needs are met well because staff work in partnership with parents. Parents receive a welcome brochure before placement, which includes information about the aims of the setting, policies and procedures and activities provided. The complaints procedure is currently being updated to ensure that it is in line with the most recent information. Staff complete all required forms and obtain information from parents, to enable appropriate care of their children. A notice board keeps parents up to date with ongoing information or changes. Staff work in partnership with the school to meet the needs of children with special educational needs or disabilities. Staff work well as a team as they follow particular programmes with children where necessary and adapt activities or the environment. This ensures continuity of care and ensures that the needs of all children are considered and well met. Letters and cards from previous parents show very positive comments about the setting and care of their children.

Staff establish positive relationships with children, enabling them to develop a sense of belonging. They act as good role models to help children learn to respond to appropriate expectations for their behaviour. For example, they speak respectfully to children and use good manners. Overall, children behave well in the setting. Staff set clear boundaries and use adequate strategies to manage any occasional unwanted behaviour, such as when older children become boisterous with resources. Staff use sufficient praise and encouragement to develop children's self-esteem. For example, younger children beam when staff say that their Christmas decoration is beautiful. Children benefit from a sufficient range of activities and resources that help them value diversity.

## **Organisation**

The organisation is satisfactory.

The owner, also the manager, has a clear sense of purpose and is committed to the continual improvement in her provision. All previous recommendations and actions have been addressed, enhancing the care of children. Overall, recruitment and vetting procedures ensure that children are protected and cared for by staff with knowledge and understanding of child development. Staff files provide information to confirm that staff are suitably vetted and qualified. The provider is fully aware of the change regarding her responsibility in ensuring the suitability of staff, although there are no clear procedures to show how this will be achieved. Qualification requirements are well met. Most staff are qualified to Level 2 or Level 3, and those not qualified, have attended basic training in play work. Adequate induction arrangements are in place and overall, staff are aware of their roles and responsibilities, and the setting's policies and procedures. Staff are committed to their ongoing personal development and they are supported and encouraged in this. Good adult to child ratios ensure that children's care, learning and play is positively supported.

Sessions are well planned to ensure that children are engaged in purposeful activities and play opportunities during their time at the setting. Resources are organised well to ensure that children can make choices and decisions. Staff are well deployed to ensure the safety of children and to enable children to move around different areas to sustain their interest and enhance their enjoyment and learning. Substantial space is generally organised effectively to ensure good grouping of children and access to a range of play opportunities. For example, children have use of the school hall, library and more recently, the computer suite. The provider has completed a risk assessment for the computer room to ensure children's safety and welfare, although Ofsted were only informed of its use at the inspection.

Policies and procedures generally work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Record keeping systems are generally kept up to date and used appropriately to promote the efficient and safe management of the setting, promote children's welfare and meet individual needs.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the setting received a number of actions and recommendations relating to staff training and induction, safety, record keeping and working in partnership with parents. All permanent staff members have completed first aid training, which enhances children's welfare. Written induction procedures have been devised, ensuring that staff are aware of their roles and responsibilities, therefore enhancing children's care, well-being and play. Accident records are now countersigned by parents and maintained in a confidential manner and a welcome brochure is now provided to inform parents about the setting. This enhances working in partnership with parents and the efficient and safe management of the setting. Storage

areas, used by other persons, have been risk assessed and are kept locked to prevent access to hazardous substances. This promotes children's safety.

### **Complaints since the last inspection**

Since 1 April 2004 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 satisfactory. 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 the community room toilets are maintained in a good state of repair and cleanliness and improve the arrangements for children washing their hands
- develop an area for children who wish to relax or play quietly, equipped with appropriate furniture
- develop the recruitment policy, to include the procedures to ensure the suitability of staff
- notify Ofsted of any future changes in the rooms used by children.

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](http://www.ofsted.gov.uk)