



Redby Out of School Club

Inspection report for early years provision

Unique Reference Number	318640
Inspection date	27 November 2006
Inspector	Sharon Greener
Setting Address	Fulwell Road, Sunderland, Tyne and Wear, SR6 9QU
Telephone number	0191 5484515
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Registered person	Redby Out of School Club
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The Redby After School Club (Redby Community Centre) opened in 1998. It operates from all rooms and associated facilities located within the Redby Community Centre. The centre is situated in a residential area of Fulwell, Sunderland. A maximum of 80 children may attend the setting at any one time. The out of school hours facility is open each weekday during term-time from 7.45 until 9.00 and from 15.15 until 18.00. The holiday playscheme operates during selected school holiday periods, each weekday from 8.30 until 18.00. All children share access to enclosed outdoor play areas located within the grounds of the adjacent school.

There are currently 45 children aged from four to under eight years on roll. The majority of children come from the local community. The setting supports a number of children with learning difficulties and disabilities.

The setting employs 14 staff. Of these, 13 hold appropriate early years qualifications and four are currently working towards a higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The facilities, resources and equipment provided are clean and well maintained. Staff present as positive role models to the children and satisfactory hygiene standards are maintained. The majority of staff have completed basic food and hygiene training. This coupled with the regular routines children follow, such as hand washing after visiting the toilet, following creative play and before eating encourages the children to adopt suitable personal hygiene practices. This helps to promote and preserve children's health. Staff have a good enough understanding of relevant policies and procedures. Staff implement such procedures in a satisfactory manner, for example, those relating to an accident and the care of a sick child. This helps to promote children's well-being.

Children have access to a suitable range of physical play activities and resources to promote their physical development. For example, children enjoy playing team games, such as football, cricket, hockey and tennis. A small selection of soft play equipment is provided. During fine weather the children have access to outdoor play facilities located within in the adjacent school and are also taken on outings to the park, green areas and the beach. Comfortable seating is provided in one of the playroom used for quieter types of play activities and children are able to rest and relax should they wish to. This helps to support and enhance children's physical development.

Staff work in harmony with parents with regard to children's dietary requirements. They ensure that information relating to any specific dietary needs a child may have is obtained from the parents and recorded on the child's personal file. Healthy eating is encouraged and the children are offered suitable menu choices that include fresh fruit and vegetables, soups, cereals, toast and sandwiches with a variety of fillings. On their arrival at the setting children immediately look at the menu sheet for the session and write their name next to their choice of snack. Younger children are helped by staff to make their selection. Parents of children attending the holiday playscheme provide packed lunches. Children show a satisfactory awareness of the benefits of a healthy diet.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Access to the premises is controlled by staff. They greet and identify visitors before allowing them entry to the premises. Visitors are closely supervised by staff. However, not all visitors are asked to sign the visitor's record book. This does not support security procedures. In general staff are sufficiently vigilant regarding safety matters and they implemented most procedures appropriately. For example, staff understand the action to be taken regarding a lost or uncollected child. Staff complete a written risk assessment of the premises and resources to be used each day before children arrive. However, at the time of the inspection some of the doors leading into areas that children should not have access to were not secured. This does not help to promote safety within the setting. The required fire fighting equipment and signage is in place and fire exits are kept clear. Staff carry out fire drills every one or two months to

help ensure that children are familiar with the evacuation procedure. A record of drills is kept. The evacuation procedure is well understood by staff and this helps to safeguard the children's welfare. Ten staff are trained to give first aid.

Children are appropriately grouped and staff are well deployed. Children are able to move freely from room to room under the close supervision of staff. Children help staff to collate the settings ground rules. They show an increasing understanding of the need to adhere to the ground rules so as to help preserve their own well-being and that of others. For example, children respond positively to staff when reminded not to become too boisterous when taking part in physical play activities so as to prevent an accident or injury. Suitable safety equipment is provided. Staff show a satisfactory understanding of the safeguarding children procedure and most have completed relevant training. This helps to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

A satisfactory range of activities and resources are provided. These include a variety of creative activities, group or team games and a suitable selection of books, construction, small world and imaginative play resources. The programme of activities consists of both staff led and child initiated activities. When planning activities children's wishes are given priority and staff are flexible to meet those wishes. Children enjoy attending the setting and are eager participants. They are able to make their own choices and self-select resources and activities with confidence. Children show pride in their achievements. For example, children working together to build a model using extra large plastic blocks proudly declared that it had taken them twenty minutes to make their large construction. Staff take an active part in children's play and readily support, encourage and praise the children. This helps to build children's self-esteem, which is good.

Children settle well and are very relaxed. Children state that they enjoy attending the setting and particularly enjoy the variety of creative activities, physical team games and like playing board games. These help to support and enhance children's social skills, self-expression and their physical and cognitive development. Staff build good relationships with the children. Children are confident and communicate readily with staff and relate to them in an easy and relaxed manner. Children willingly engage in conversation with peers and those less familiar to them. Staff listen to the children and respond accordingly. This is shown in the way that staff adapt or change activities for the children. For example, a member of staff listened and acknowledged what a child said when asking for their views on adapting a Christmas craft activity to enable younger children to take part. Staff hold bi-annual meetings with the children to obtain children's views on the service and the activities provided. This is also an opportunity for children to make suggestions and put forward their ideas to develop the service. This helps to positively enhance children's confidence and promote a sense of belonging.

Helping children make a positive contribution

The provision is satisfactory.

Staff show sufficient understanding of equal opportunities and diversity. They plan an adequate range of activities to help to raise children's awareness of diversity by recognising and celebrating

festivals from different cultures and countries. For example, children are given the opportunity to sample foods from different cultures and they take part in creative activities to celebrate Chinese New Year. However, children have limited access to resources other than books that help to promote diversity and raise awareness of equal opportunity. Staff have experience of caring for children with learning difficulties and disabilities and some have completed relevant training. They show a satisfactory understanding of such matters.

Staff have a good enough understanding of behaviour management. They use age appropriate strategies in a satisfactory manner to manage children's behaviour and recognise the importance of using praise to reinforce and promote positive behaviour. Children respond well to staff and their behaviour is good. Children show regard for others. This is demonstrated in the way that they share equipment and resources and through the manner in which they cooperate with each other when playing team games.

Staff have established a good rapport with parents and they greet parents in a friendly manner upon their arrival. Staff ensure that parents are kept suitably informed of pertinent information about their child and events in general. Respective parents may access their child's personal records and are encouraged to keep the staff up to date with relevant information that might impact upon the care of their child. This enables staff to work together with parents to ensure children's needs are well met. Suitable use is made of the notice board to share information with parents. For example, the registration and insurance certificates, activity plans and a copy of the last inspection report are clearly displayed for their information. Parents are given their own copy of policies and procedures. They also receive written information about the group that their child attends, whether this be the breakfast club, out of school hours group or the holiday playscheme. The complaints procedure is clearly displayed for parents' reference.

Organisation

The organisation is satisfactory.

The majority of the required policies, procedures and record keeping systems are in place and are generally well organised and presented. However, upon arrival at the setting information regarding the children collected from one of the schools was not transferred into the main record of attendance by the escorting staff member. This does not help to support the operational procedures of the setting. An appropriate recruitment and selection procedure is in place to help ensure those people working with children are suitable to do so. All staff complete an induction process before working with the children and must successfully complete a probationary period. Staff show a satisfactory understanding of policies and procedures and most are well implemented. For example, staff understand the action to be taken in response to an accident or to safeguard a child from harm. However, a copy of the recently updated safeguarding children policy was not available on site. Access to this information for both staff and parents would help them to protect children from harm.

Play areas are well laid out and suitably organised to accommodate the activities and play experiences provided. Children are able to self-select resources within the constraints of safety. This helps to promote and enhance their independence and decision making skills. Staff morale is good. They are well deployed and work together as a team to ensure that children's needs are well met and that all children are able to take part in the range of activities offered. Children

are sufficiently challenged and supported according to their age or ability. Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the time of the last inspection the provider was asked to develop written procedures in respect of staff recruitment and selection, staff induction and risk assessments. To provide parents with easy access to information regarding activities provided for the children and to review the safeguarding children procedure.

Parents have easy access to activity plans and appropriate written procedures are in place. However, the procedure for risk assessment need to be consistently implemented and a copy of the safeguarding children policy needs to be available on site at all times. This will help to further improve the safety of the children.

Complaints since the last inspection

Since the time of 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 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):

- maintain an accurate record of the children in attendance and ensure that a copy of all policy and procedure documents are available on site for reference purposes at all times
- provide children with access to additional resources that help raise their awareness of diversity
- ensure that those areas of the building not designated for use by the children are inaccessible to children at all times.

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