



Precious People Out Of School Club

Inspection report for early years provision

Unique Reference Number	200720
Inspection date	27 September 2006
Inspector	Jennifer Turner
Setting Address	Shustoke Primary School, Forge Road, Shustoke, Coleshill, Birmingham, West Midlands, B46 2AU
Telephone number	07977 074726
E-mail	
Registered person	Fiona Sheppard
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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Precious People Out of School and holiday club opened in 1999. It operates from a port-a-cabin, school hall and a classroom on the site of Shustoke Primary School in the village of Shustoke. The Club serves the children attending Shustoke Primary School. A maximum of 48 children may attend the Out of school club at any one time.

There are currently 45 children on roll from 4 years to 8 years. Children up to the age of 11 years may attend. Children attend for a variety of sessions. The club supports a number of children who have learning difficulties.

The club is open each weekday during school term time. Sessions are from 08:00 until 08:55 and 15:15 until 18:00. Holiday care is offered during the main school holidays, sessions are from 08:30 until 17:30.

The Out of school employs five staff, all of whom, including the manager, hold an early years National Vocational Qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being are effectively promoted. Staff follow careful routines for reducing the risk of the spread of infection by ensuring that the tables are cleaned before the children have snacks. Children know why they need to pay attention to good personal hygiene. They know that it is important to wash their hands before snacks and after using the toilet. The sick child policy states that in the interest of all children and staff suffering from an infectious illness would be excluded and this is shared with parents.

Children enjoy a variety of nutritious snacks and drinks during their time in the club. They also prepare some of their own snacks when their favourite spreads on toast or brown bread are chosen. They understand why it is important to follow a healthy diet and staff use topic work and projects such as 'Healthy Eating in Schools' to reinforce the message of choosing healthy options, for example, fresh fruit is provided for them daily. All specific dietary needs are recorded and diligent supervision and attention is paid to preventing cross-contamination of foods when staff prepare the snacks.

Children delight in participating in a range of activities that promote their physical health and development. They enjoy rigorous activity and games enabling them to relax and let off steam after the constraints of the school day. They show great pride in showing off their football skills or winning the air hockey game. Ball games help to develop large muscles and hand and eye co-ordination and they use a range of tools, cutlery and implements with increasing dexterity for developing manipulative skills as they create patterns and designs on the clay masterpieces.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are relaxed, settled and secure in the club. They use the available space indoors with ease and familiarity, accessing both the club room and the large hall for active play, additional classrooms are available for use when numbers of children attending reach full capacity. Outdoor play is requested by the children on their arrival into the after-school session and flexible planning enables this to take place spontaneously. The setting is clean, well-maintained and brightly decorated to offer a child-focused environment. The club is definitely the children's space as their art and craft work is displayed to celebrate success and develop a strong sense of ownership in the setting.

Children enjoy making their own choices about activities and games from the wealth of resources offered that are clean safe and suitable for the differing ages of children catered for within the setting. They have input into the decision-making process when activities are planned. The resources and equipment are stored safely and at the children's level, whilst still encouraging children to make choices and self-select with confidence.

Children's safety is a high priority within the setting. Safety rules from the main school are carried through to provide consistent guidelines for children to understand the reasons why safety is everybody's responsibility. For example, a member of staff reminds children about the areas of the play ground they can play in and why they should hold the scissors correctly when piercing a polystyrene plate, to prevent it slipping and cutting their hands. Risk assessments are carried out regularly and any hazards are recorded and addressed.

Children's welfare is effectively promoted as staff have a sound knowledge of the child protection procedures. Training is on-going to ensure staff have the necessary knowledge and skills to identify and manage any concerns in a calm and effective manner, in the best interest of the child.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very settled and content in the club. They show off their football, air hockey and tennis skills in the play ground, enjoying the varied activities that are offered to interest, excite and provide fun for them. Children are fully encouraged to make their own choices about play and learning and are able to select their own activities and games. Concentration develops when they create some imaginative clay models of jugs, cups, diva candles and a money box designed as a boat. Staff tell children how lovely their models are and how clever they are as they put some intricate details on their designs. This contributes to children feeling that they and their efforts are valued and respected.

Children are inspired and eager to learn as the staff provide a stimulating environment and variety of activities to instigate their interest. The staff plan weekly activities and daily routines to ensure children make choices about their activities and can input their own ideas into their play. Children relish a regular range of excellent activities which include; art and crafts, imaginative play, constructive play, drama, dressing-up, model making. Children respond to challenges through the staff's extensive knowledge and professional support. This ensures activities are appropriate for the individual child's development, enabling the child to move forward at his or her own pace.

Staff know the children well and this helps children to feel confident that their needs will be acknowledged. Staff listen to children's ideas and suggestions and plan activities around children's own interests. They engage children in conversation which helps to promote language and communication skills. Staff know children well and use appropriate strategies to encourage them to join in with activities and games, especially children who need additional support. Staff develop warm and effective relationships with the children, enabling them to feel settled and secure. Good social skills are promoted during group activities and children are kind and considerate to each other.

Helping children make a positive contribution

The provision is good.

Children develop a positive attitude to others forming firm relationships with each other and staff. They learn to play co-operatively and have respect for each others needs and feelings. Children are warmly welcomed into the setting which helps them to feel settled and secure. Close liaison with parents and relevant school staff ensures that effective systems are in place to support children with learning difficulties or disabilities.

Children benefit from having access to a range of play equipment which reflects positive images of diversity within society. In addition, they participate in planned craft activities to promote their awareness of different festivals and cultures, such as making diva candles for Diwali or celebrating Chinese New Year. Activities such as changing the home corner to a Chinese restaurants sparks discussion and children tasted a selection of Chinese food to broaden their awareness of the wider world around them. However, it is not always clear from the policy how equality is promoted to enable all to work together to support the children's well-being. Opportunities to develop an understanding of the differing needs of others are enhanced through the inclusion of children who need additional support as well as having a good range of positive images of disability within every-day resources.

Children are well-behaved and respond to the good role models set by the staff. Strategies used within the setting are in line with school procedures to offer consistency for children and parents when dealing with any concerns, although it is not clear how incidents of bullying would be managed. Children are encouraged to take turns and share resources and learn to take responsibility for their own actions. Children show care and consideration for others. For example, older children support younger ones during activities such as showing them how to play with computer games. Children benefit from having consistent boundaries and their self-esteem is well promoted through regular praise and encouragement.

Staff foster positive and easy going relationships with parents and parents speak warmly about how their children enjoy the club and how they miss going when they are unable to attend. Children benefit from staff liaising regularly with parents to ensure children's individual needs are met. Some parents become involved in helping with such activities as providing food for children to taste as part of their cultural awareness. Parents receive useful information about the setting through access to the group's policies and procedures and a notice board. This enables them to share in the child's care.

Organisation

The organisation is good.

Children enjoy their time in the club, cared for by skilled and enthusiastic staff who undertake relevant training courses and complete appropriate recruitment and vetting procedures. Staff are deployed effectively within the setting enabling children to have access to indoor and outdoor activities. High staffing ratios are maintained at each session and, as a result, children receive very good support and supervision at all times.

The setting is well-organised and staff make good use of available space both indoors and outdoors. Consequently, children have access to a broad range of activities which support their play and leisure. The setting has developed a comprehensive range of written policies and procedures to promote children's health, safety and well-being.

All of the legally required documentation is in place and is carefully maintained with confidentiality acknowledged at all times.

Overall, the needs of the children are met.

Improvements since the last inspection

At the last inspection the provider was asked to ensure that at least one member of staff with a current first aid certificate was on the premises at any one times. This has been addressed and now ensures that if the children sustain any injuries they are able deal with them effectively. The provider has fitted safety covers on all unoccupied electrical sockets to ensure they are not accessible to the children. Parents are aware of the contact details of the regulator because it is displayed in the event that they wish to make a complaint. This ensures parents are fully informed to enable all to work together for the benefit of the children.

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 good. 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):

- review the policy on equality of opportunity to demonstrate how this is used to promote children's well-being
- extend the written statement on behaviour management to include a procedure for dealing with incidents of bullying.

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