



Kaleidoscope Out of School Childcare Facility

Inspection report for early years provision

Unique Reference Number	257904
Inspection date	19 October 2006
Inspector	Rosalie Mary Turner
Setting Address	Browick School, 10 Browick Road, Wymondham, Norfolk, NR18 0QW
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Registered person	Kaleidoscope Out of School Chldcare Facility,
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?

Kaleidoscope Out of School Childcare Facility is run by a voluntary committee. It opened in 2001 and operates from rooms within Browick Infant School in Wymondham, Norfolk. A maximum of 26 children may attend the facility at any one time. The facility is open each weekday from 15.00 to 18.00 during school term times and also opens from 08.30 to 18.00 during school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 42 children on roll, 27 of whom are aged from four to under eight years. Children come from the local area with priority being given to those attending the infant school. The facility currently supports a number of children with learning difficulties.

The facility employs four members of staff. Of these, three hold appropriate early years qualifications and one member of staff is working towards a higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health needs are well promoted due to the effective procedures followed by the staff. They remind children to wash their hands after using the toilet and before eating so that they 'get the germs off' and learn the importance of personal hygiene. Staff use anti-bacterial spray on surfaces where food is eaten and children are not allowed to attend if they are suffering from a contagious illness to protect them from the spread of infection. Staff are trained to administer first aid treatment to children and all details of accidents are robustly recorded. They collect comprehensive information from parents to enable them to seek medical help if children are seriously ill or injured. As a result, their well-being is assured.

Children are provided with a worthwhile range of nutritious snacks, such as fresh fruit, raisins or toast, as soon as they come in from school. They also have the option to enjoy a tasty hot tea that is freshly cooked on the premises to promote their growth and development. Although children enjoy chocolate biscuits, the staff are committed to providing healthy options and regularly organise a 'healthy lunch box' competition during the holiday periods. Therefore, children learn what they should eat to keep themselves healthy.

Children are learning that regular exercise helps them to stay fit and healthy through the exciting range of indoor and outdoor equipment that is available to them, such as mini scooters and caterpillar tracks. The staff encourage children to play outside if the weather is fine and, during the summer holidays, they are also able to experience routine play in the fresh air. Each day there is a choice of sports activities or games in the large hall to challenge children to throw, catch, skip or exercise to increase the control that they have over their bodies. Consequently, they are learning to develop a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are warmly welcomed and most know the staff and school premises well. Although the out of school facility does not have exclusive use of a play environment that is different from the school, children access a different range of equipment that is colourful and safely maintained. They can rest in the library and staff are able to provide bean bags to help children to further relax. The staff display work that the out of school children have produced in the entrance hall and ask them to 'buddy' each other so that newcomers feel secure and settle effectively.

Children can play safely as the staff complete a visual check of the inside and outdoor areas every day and take suitable steps to minimise perceived hazards. For example, they ensure that children do not play outside when staff are manoeuvring their cars out of the playground. Children are asked to help to tidy the toys to avoid possible accidents and to encourage them to be responsible for the safety of others. Fire drill instructions are displayed in each room and fire fighting equipment is suitably maintained. However, children's safety cannot be assured

because they do not complete fire drills with sufficient frequency to ensure that they are familiar with the process for evacuating the premises safely.

Children are appropriately protected from 'stranger danger'. For example, the staff are vigilant to ensure that the rear door is bolted and the push button entry system to the front of the school ensures that unwanted adults cannot gain access to the club and pose a threat to the children. The staff are secure in their knowledge of child protection and they demonstrate a clear ability to recognise the signs and symptoms of possible child abuse. Local Safeguarding Children Board guidance is kept to hand so that staff may take action as soon as they have concerns. However, they do not have guidance on procedures that would be followed in the event of an allegation of abuse being made against an adult within the facility. Consequently, children are not fully safeguarded from the risk of possible harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and arrive at the club ready to have fun. They have formed firm friendships despite the differences in their ages and they get on very well with the staff. Children call the adults by their names and chat or laugh together as they play to evidence the pleasing relationships that are being established. Staff recognise that children have already completed a full day of study and ensure that the emphasis is on fun and relaxation. All children play an active part in the club and they share their ideas to help the staff plan the programme of activities. For instance, the staff ask 'What shall we do next week?' and take children's wishes into accounts when purchasing new equipment. Consequently, children are fully occupied in meaningful play and have great fun because the activities are closely matched to their current needs and interests.

Children benefit from the informal atmosphere where they can organise their own games with their friends or merely 'chill out' and dance to the popular background music. They are eager to select items from the stimulating range of good quality equipment such as craft materials, construction sets, puzzles or computer games. They are confident to use their vivid imaginations and describe 'Jasper the ghost' or discuss where he is, what he is doing and what he likes to eat. Children's creative skills are extremely well fostered. They thoroughly enjoy making necklaces by carefully threading the coloured beads and letters together or weaving a bracelet using brightly coloured plastic strands. They feel a sense of achievement because they are encouraged to take their creations home to wear and show their families.

Children show pleasing concentration skills as they carefully design and cut out a teddy bear frieze. They are developing a sense of pride in their work because the staff always praise what they are doing. Children are tempted to build on their existing skills through experiences that they may not be offered at home, such as exploring the texture of 'gloop', playing parachute games or making mosaics. Those attending the holiday scheme discover their local community through trips out, for example, to the Inspire Centre. Children's excitement is plain for all to see in the resulting photographic displays.

Helping children make a positive contribution

The provision is good.

Children from all backgrounds feel valued and included because they are treated with equal regard. Staff encourage the children to show a caring attitude towards each other by planning topics around the Chinese New Year and Diwali to help them to respect diversity. Children celebrate festivals including Halloween, Christmas and bonfire night to help them to explore their own culture. They have worthwhile choices within the club that help them to feel a true sense of belonging. For example, children help to set the programme of activities and they freely choose how they spend their time.

Children with learning difficulties and disabilities integrate especially well within the out of school facility. The school premises provide suitable facilities whilst the staff work closely with parents and other agencies to provide stimulating resources that ensure children receive appropriate support. Some staff work as learning support assistants but they all demonstrate a sound awareness of the stages of child development. They are quickly able to identify those who are not meeting milestones and have robust procedures to guide them to enable all children to participate to the best of their ability.

Children behave very well because the staff are positive role models, setting clear, consistent boundaries that help children to understand what is expected of them. They help children to take responsibility for their own behaviour and use calm control to gain their attention. For example, staff do not raise their voices but stand with their hand raised until everyone is listening. Children understand right from wrong because the staff give clear reasons if they intervene so that they consider the effects of their actions upon others. As a result, children are fully engaged in play and very little intervention is necessary.

Strong relationships with parents and carers contribute significantly to children's well-being within the club. Parents are provided with a well produced welcoming brochure that explains the day to day care that is provided and identifies the staff's commitment to them. Staff make a point to 'meet and greet' parents each day so that they are able to informally exchange news about their children's needs and interests. Consequently, the staff are able to provide good quality care that is current to children's individual requirements. Parents state that they 'particularly like the variety of activities' that are provided and know that their children have fun because they ask 'Can I stay a bit longer?' The poster to tell parents how to get in touch with Ofsted is not displayed. However, the complaints policy details actions that they can take to make their concerns known so that children's welfare is safeguarded.

Organisation

The organisation is good.

Children are safeguarded because the club carries out appropriate checks to ensure that the staff and organising committee members are suitable to be in close contact with them. A clear mission statement 'to provide a happy, stimulating, safe and caring environment' guides staff to competently meet children's needs. They work well together and support each other to provide a stimulating play environment. The manager has a clear understanding of her role and uses her capable skills to help other staff to work effectively as a team and provide an enjoyable

time for the children. All staff are committed to continuous improvement and some are currently accessing further training to ensure that their knowledge and skills remain up to date.

The staff make very good use of the available space and children have plenty of room to move about freely. For instance, in addition to the main hall, they are able to relax in the library after a busy school day, research their homework or access the extensive outside play areas for active play. Consequently, children thrive in the safe, caring and supportive environment.

All legally required documentation is well maintained and the register of children's attendance ensures that they are kept safe in an emergency because the staff always know who is present. However, the times that staff are present are not always recorded but a rota shows when they are due to attend to support children's welfare and care. Children are safeguarded by a worthwhile range of policies and procedures that are shared with parents, understood by the staff and consistently applied. As a result, the club is fully able to support children's welfare, care and learning.

Overall, children's needs are met.

Improvements since the last inspection

The previous inspection recommended that the contact details for the regulator are included in the club's complaints policy.

The complaints policy has been developed and includes the name, address and telephone number for Ofsted. As a result, children's welfare is safeguarded because their parents are aware of who to contact to make their concerns known.

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:

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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):

- practise the emergency evacuation plan with sufficient frequency to ensure that all adults and children can escape safely
- further develop the child protection procedures to identify actions that would be taken if an allegation is made against an adult in the facility.

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