



## Luckwell After School Club

Inspection report for early years provision

<b>Unique Reference Number</b>	107007
<b>Inspection date</b>	10 November 2006
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<b>Registered person</b>	Luckwell After School Club
<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?

Luckwell After School Club opened in 1999 and in January 2003 the provision was extended to include a breakfast club. It operates from what was originally the 'Caretaker's House' in the grounds of Luckwell Primary School in Bedminster, Bristol.

The scheme operates for the exclusive use of children attending the school. It is open during term times from 07.50 to 08.45 hours for breakfast and after school from 15.15 until 18.00 hours. Registration is for a maximum of 14 children. There are currently 50 children on roll and of these there are 30 children under 8-years. The group supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

Five members of staff work directly with children and of these three staff hold a relevant child care qualification and one is working towards qualification. The out of school and breakfast club is managed by a parent committee and is a member of Bristol Association of Neighbourhood Day Care.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children play in a clean environment. The risk of infection is minimised as children follow good hygiene procedures, for example, they routinely wash their hands after messy play and before snacks time. Staff also follow hygienic procedures and use anti-bacterial spray to wipe down tables in preparation for snack time. There are clear policies and procedures for dealing with accidents, should they occur and parents are kept fully informed. A number of staff hold a first aid certificate. Children's welfare is promoted and staff act in the best interests of children. If medication is required, parents give written consent and the required information is recorded however, the group's written policy has not been updated in line with current practice.

Children enjoy a sound range of physical activities that contribute to their good health and help them develop control and coordination of their bodies. Children are keen to use the outside play area. They enthusiastically skip, play football and use the traversing wall.

Children are encouraged to eat healthily. They have two snacks after school. They are offered healthy options such as, fruit and yoghurt and are able to choose from a good range of drinks. Staff consult closely with parents so that children's dietary needs and preferences are known, recorded and met. Children attending the breakfast club are able to select from a wide range of cereal and toast toppings.

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

The provision is outstanding.

Children play in a very safe environment as a thorough risk assessment has been carried out. Risks of accidental injury to children have been minimised through the effective control measures that are in place. For example, electric sockets are covered, fire guards in place and fire drills are carried out regularly. Visual safety checks of equipment and of the physical environment by staff effectively identify potential hazards and this is backed by a robust reporting procedure that is effective in addressing repairs and removing potential hazards.

Children have excellent opportunities to learn about keeping themselves and each other safe. Very good information about issues of safety are provided through planned projects that capture their interest and offer rich experiences for them. For example, they discuss safety around fireworks through a range of interesting craft and other activities. A collage and photographs on display in the hallway remind children of the issues of safety and of the project they enjoyed. A recent project focussed on the new legislation in regard to car seat safety and provided very good experiences for children and a thorough exploration of safety issues that involved them in first hand experiences. Further projects planned include visits by the community police officer and the 'lolly-pop lady'. All children have a very clear understanding of the club's rules that keep them safe. Children are able to say why they should not go into restricted areas and what the rules are for using the traversing wall safely. They know about stranger danger and state that they should not talk to strangers through the perimeter fence.

The child-centred environment is made very inviting to children. Each area has a colourful array of children's artwork and model making. Photographs that show children enjoying themselves in a host of interesting activities are displayed on the walls. The décor is bright and made interesting in every room, for example, silhouettes of children attending the club have been incorporated into a large mural on a wall and spiders and dragons hang from the corners of stairs and banisters. Children have a real sense of belonging and there is a very warm and welcoming feel throughout the setting.

Children have access to a stimulating and widely varied range of resources appropriate to their ages, development and interests. The craft room is particularly very well resourced with extensive art and craft materials. Play equipment for outside use is made readily available to children and stored at their height. They access these freely and exercise choice.

Children are well protected by staff who have a clear understanding of child protection responsibilities, policies and procedures and view children's welfare as paramount.

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

The provision is outstanding.

Children are well cared for by a skilled and committed staff team who provide very good learning experiences for children through high quality, exciting and very well planned activities that are designed to capture children's interest. A recent project called 'Grass Heads' involved children measuring grass seed, compost and sawdust into 'pop-socks'. They draw on a face and tie a knotty nose before watering. Over a period of weeks they tend their very own grass-head and watch the growth of a shock of green hair that they are then able to cut. They learn about such things as quantity, nature, how things grow in sunlight and to have patience. Children and staff report enthusiastically that 'Pond Dipping' is a popular activity. Photographic and other documentary evidence show children exploring with fascination the underwater world of snails, newts and tadpoles in the school pond. Children safely and carefully net the pond life and put their catch in buckets using magnifying glasses to closely examine the different species. They learn about nature, growth, what sinks and what floats and the world around them.

Children are very enthusiastic about the provision. They have very positive experiences through play. High quality adult-child interactions ensure children are well cared for and are able to fully contribute. Children play very cooperatively together. Outside children organise a game of football. They pass the ball, take turns and involve others as they practise skills and coordination. Members of staff draw children into skipping. They take an active part alongside children and sensitively encourage less confident children to have a try. Children spontaneously count while skipping, while others are free to engage their imaginations and count the number of 'light sabres' they have drawn in chalk on the ground. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. The underlying ethos of care is evident, for example, when children offer each other help and advice when using the traversing wall. They make adventurous but safe attempts to traverse, according to their differing abilities and show high levels of perseverance. Children have very good opportunities to engage in role-play, for example, a child very sensitively rocks and feeds a realistic electronic baby doll in the home corner. He gets it to burp and listens closely to it, thoroughly absorbed.

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

The provision is satisfactory.

Children are very highly valued. A buddy system is in place to ensure that children new to the setting are supported to settle and always have someone to play with. All children are encouraged to have a voice. At registration time all children are acknowledged and greet each other in the group as part of the routine. They also get used to talking to the whole group at circle time where they enthusiastically raise their hands to answer fun questions set by staff and to talk about what they know or recall familiar events. The staff team skilfully ensure that all children participate according to ability and help them gain confidence. Children are offered choice of activity and freely move between activities. Children are exceptionally well behaved. They are very polite and seldom need to be gently prompted by staff. Children are very social and have a strong affinity with the club. Staff provide very good role models for children, who thoroughly enjoy their time in the club.

The partnership with parents and carers is very strong and contributes significantly to the well being of children. Parents themselves report very positively indeed about the group, its staff and the wealth of interesting activities provided for their children. Staff are very welcoming and ensure that there is a good exchange of information at the point of collection. Staff liaise closely with school teachers and pass on information to parents. The staff know the children and parents very well. Registration procedures effectively ensure that parental preferences are identified and that children's needs are very closely met. Policies and procedures are on display for parents and they are also kept well informed through leaflets, notices and news letters, for example, their views are currently being sought in regard to a proposal to set up a club website. The club have not yet implemented a complaints procedure in line with the revision to certain criteria to the National Standards October 2005. This is a breach of regulation. This has the potential to undermine what otherwise is a very strong partnership with parents.

Children learn about diversity through the positive images they encounter when using resources and during activities where they are prompted to consider the wider world. All children are encouraged to fully participate and activities are presented without a gender bias. Children with learning difficulties or disability are well supported as staff work very constructively to meet children's needs. They work in close consultation with parents, carers and other professionals in order to support children's progress.

## **Organisation**

The organisation is satisfactory.

Children are cared for by a capable and skilled staff team. Staff have a good understanding of how children progress. Time, space and resources are used flexibly and very effectively to offer children a wide variety of experiences, in a child-friendly, welcoming, attractive and well-organised environment. Children benefit from staff who are enthusiastic, work well together and provide good role models for children. Indoor and outdoor space is effectively laid out to maximise play opportunities for children.

Documentation, policies and procedures are used effectively to promote the welfare, care and learning of children. However, the complaints procedure requires greater understanding and

further development. Recruitment procedures have yet to be developed sufficiently to meet the requirements set out in the October 2005 revision of certain criteria in the National Standards. This is a breach of regulation. Members of the management committee and members of staff are unclear of the requirements but have sought external advice and have begun to address this issue. There is a clear commitment to staff training and to further enhance the knowledge base of staff. The setting meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider agreed to meet one action and three recommendations. Children are now better protected as staff have completed child protection training and there is a clear policy in place. Accidents are fully detailed. Fire safety has been improved with the provision of an additional fire extinguisher and the fire blanket is now attached to the wall in the kitchen. The risk of infection is reduced as the policy for excluding children who are sick is shared with parents. Children have a sound understanding of which foods are healthy to eat. They have a healthy snack break of fruit or yoghurt at the start of the session and again part way through the after school 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 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):

- review further the policy on medication to ensure that it reflects current practice
- develop knowledge and understanding of the complaints procedure in line with current legislation and ensure the procedure is fully implemented and shared with parents
- develop knowledge and understanding of a recruitment procedure in line with current legislation and ensure that the procedure is rigorous and fully implemented

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)