



## Schools Out Childcare

Inspection report for early years provision

<b>Unique Reference Number</b>	319297
<b>Inspection date</b>	04 October 2006
<b>Inspector</b>	Elaine Steedman
<b>Setting Address</b>	Archibald Street, Gosforth, Newcastle upon Tyne, Tyne and Wear, NE3 1EB
<b>Telephone number</b>	07817 744889
<b>E-mail</b>	
<b>Registered person</b>	Margaret Rose Vent
<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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Schools Out Childcare opened in 1992 and is one of two privately operated clubs offering out of school care. It operates from two classrooms in a portakabin in the grounds of Archibald First School, situated in Gosforth, Newcastle upon Tyne. A maximum of 40 children may attend the out of school club at any one time. The out of school club is open Monday to Friday during term-time only from 08.00 to 09.00 and 15.00 to 18.00. The out of school club is closed on Bank Holidays and during school holidays. All children share access to an enclosed outdoor play area.

There are currently 79 children aged from three years to under 13 years on roll and of these, 41 are aged under eight years. Children with additional needs attend the club. Children with English as an additional language attend the club. Children come mainly from Archibald First School and St Charles Middle School.

The out of school club employs five members of staff. All the staff hold qualifications and at least half of them are qualified to the appropriate level including the manager who is qualified to Level 5.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is well protected by effective sickness and exclusion procedures and satisfactory health and hygiene policies. It is further protected because there is a strong commitment to providing first aid cover with at least four staff members having current, relevant first aid qualifications.

Children are given opportunities to learn about health and hygiene through daily routines and staff providing appropriate resources, information and support. Children's independence is supported by staff, who encourage them to undertake their own hygiene tasks, including ensuring that they wash their hands at appropriate times. For example, after using the toilet and before eating. Children display their own hand washing reminder notices in the toilets. Children's individual health needs are effectively recorded. This includes relevant details that may have an impact on their care, for example, individual health conditions, food intolerances or allergies. The manager ensures that all staff are fully aware of each child's health needs and of their specific care needs. Parents are strongly encouraged to keep staff up to date about any changes in their children's health.

Free access to suitable drinks is available throughout sessions. Although children are provided with breakfasts and fruit snacks, their understanding of healthy foods and a balanced diet is not always well promoted. Children have limited opportunities to learn about the benefits of healthy eating or what the elements of a balanced diet are.

Children have free, regular access under staff supervision to the adjacent playground and school field. They participate in outdoor activities organised by themselves or staff which enable them to exercise in the fresh air and promote their physical development and fitness. For example, they play ball games, chasing games, perform handstands and read books with staff.

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

The provision is satisfactory.

The overall standard of safety within the premises is satisfactory. The playrooms are warm, welcoming and suitably organised. This enables children to move around and access toys and equipment safely in a secure environment. Children are encouraged to behave in a safe manner. For example, staff discuss safety with the children and the children's own 'golden' safety rules made as a result of the discussion, are displayed. An appropriate staff-child ratio is maintained, enabling staff to provide supervision in each area.

There is a wide range of appropriate play resources. Staff follow satisfactory procedures to ensure that the play resources, equipment and furniture are maintained in a safe and suitable

condition. For example, equipment is checked after each use and is regularly cleaned. Appropriate fire safety equipment is in place, for example, a fire alarm and fire extinguisher, however, there is no record of a fire drill being carried out for this term yet.

All staff have had recent child protection training and the club has a comprehensive child protection procedure, however, children's safety is compromised because the manager does not have sufficient understanding of the local child protection procedures.

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

The provision is satisfactory.

The environment is satisfactorily organised and resourced with a wide variety of toys and equipment matched to the children's needs. Children have free access to two areas, a general play room and a games room. Children are able to choose from a balance of child-led and adult-led activities set out in different play areas, however, there are no plans available to show what activities are planned next for the children. Staff encourage children in their choice of play by providing easily accessible toys and resources which they can access independently. For example, costumes and role play, art and craft, games, construction, small world imaginative activities, jigsaws, snooker, board games and electronic games.

Children's recent work is well displayed and includes group projects as well as individual pieces, such as 'our birthdays', 'where we live' and 'Manhattan's skyline at night', however, last year's snowman is still on display. Staff endeavour to provide children with the materials they need for individual projects, such as black paper and a variety of paper in dark colours for the 'Manhattan skyline' project.

The outdoor area is used on a daily basis, weather permitting. Children enjoy being outside where they make their own play, for example, practising handstands. They also participate in a variety of staff-led activities, such as team games or listening to stories.

Good relationships between the staff and the children generate a positive and relaxing atmosphere within the club. Children get on well with each other and are happy and settled. For example, staff and children participate in activities together and listen and talk to each other. Children are encouraged to develop their social skills through playing with other children, turn-taking and sharing toys and activities. Children are happy in their play and have opportunities to play together, have fun and practise their developing skills.

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

The provision is satisfactory.

Satisfactory arrangements are in place to promote equality of opportunity and a positive attitude to differences. The environment and activities are arranged to ensure all children are able to participate and staff encourage children in their choice of play. Children are respected as individuals, for example, their birthdays are displayed along with their own individual piece of art work, in readiness to celebrate each child's birthday as it arrives. Children are helped to gain an understanding about diversity and the wider world through discussions with staff and playing with resources that reflect diversity. For example, diverse family jigsaws and activities give

children an insight into differing abilities, such as exploring what it feels like to draw and paint with the foot or the mouth or wear spectacles or a blindfold. Play resources, however, that positively reflect diversity and in particular differing abilities, are still limited.

The club has an appropriate policy on managing children's behaviour which is shared with parents. Children behave well and have good relationships with the staff and each other. Staff members present positive role models for the children and children benefit from the respectful, friendly attitude of the staff. For example, staff say please and thank you to the children and praise them when they do likewise. Staff give the children clear, consistent guidance on appropriate behaviour and encourage them to make up their own 'golden' behaviour rules which are then displayed, such as 'no bullying', 'wait for your turn' and 'no cheek'. Children respond positively to staff's praise and encouragement and this promotes a happy, positive atmosphere. For example, they are courteous with each other and wait patiently for their turn with popular play resources.

Children benefit from the sharing of information between staff and parents, which promotes consistency of care between home and the club. Comprehensive policies about the club are shown to parents at the start of their child's placement and are easily accessible thereafter as they are kept on the desk. However, some parents are not aware of this and are unsure about how to access them. A complaints procedure is included in the policies and is on display but has not been updated to reflect the changes made to regulations in 2005. Some parents are unaware of how to make a complaint and how to obtain contact details for the regulator. Parents are updated daily by staff about their children including any issues that have arisen at the club or been passed on from school, however, there is no written information available for them about the activities the club has planned for their children. Staff have good relationships with parents and parents give positive feedback about the club. They indicate that they feel happy and confident about the care that their children receive. For example, one parent commented that her child enjoyed coming to the club which is flexible and fits around her child's needs. Her child can also play outside in the fresh air and can choose what she wants to do.

## **Organisation**

The organisation is inadequate.

Comprehensive policies and procedures are in place as required to support the care of children, however, these are not always put fully into practice or updated to reflect changes in regulations. For example, the regulator is not kept fully informed about significant changes like the recent change of manager and the complaints policy does not fully reflect recent changes in regulations. Most records are accurate and up to date, including comprehensive children's information sheets, however, the register does not always show children's and staff's correct hours of attendance and required information is missing from some of the staff's records. A copy of the club's policies is available to all staff, however, key areas like health and safety and child protection are not always covered early enough in the induction period. The certificate of registration is clearly displayed. Parents are given useful verbal feedback about their children on collection. Confidentiality is well protected, for example, there is a clear confidentiality policy in place, staff sign a confidentiality statement and records are stored securely.

The organisation of the premises is satisfactory and the appropriate staff-child ratio is maintained. Staff have organised the space available to provide a wide selection of activities and experiences for all children. The daily routine includes a good variety of interesting activities, which are fun and provide children with independent choice. Children understand the arrangements and daily routine of the club. They are able to access the facilities they need with ease.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

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

The out of school club has satisfactorily addressed most of the issues raised at the previous inspection. The manager has a Level 5 qualification in playwork, childhood studies and professional practices. All accident records are signed by either staff or parents or occasionally by both. At least four staff members hold current, relevant first aid qualifications. Policies have been produced in line with the requirements of the National Standards, however, the complaint policy has not been updated to reflect the changes made to regulations in 2005. The child protection policy is now in line with the local guidelines. Although activities and resources that promote equality of opportunity and anti-discriminatory practice have improved, resources are still limited and there are no resources to reflect disability in a positive way. However, good sensory activities, such as using blindfolds, using different spectacles and foot and mouth drawing and painting have been successfully used with the children to give them an insight into differing abilities. There is also still an issue regarding the recording of children's attendance as the system currently being used does not accurately record children's presence or hours of attendance.

### **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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- ensure the regulator is notified of any changes.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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)