



Kidzone Out of School Club

Inspection report for early years provision

Unique Reference Number	301914
Inspection date	19 December 2006
Inspector	Ann Marie Lefevre
Setting Address	Stamfordham County First School, Stamfordham, Newcastle upon Tyne, Tyne and Wear, NE18 0NA
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Registered person	Committee of Kidzone 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 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?

Kidzone Out of School Club was registered in 2000. The setting is approved to care for a maximum of 24 children who are aged from four years to under eight years; children up to the age of 14 years may also attend. There are currently 30 children on the roll. There are no restrictions on admissions with the majority of children coming from the surrounding rural community. The provision is open from 15.00 until 17.30 on Monday to Friday in term time and as required during school holidays from 08.30 until 16.30.

The children are accommodated within the First School which is located in the rural village of Stamfordham. The school hall is the main playroom. Children also have access to the library, a designated classroom and associated facilities. There are separate toilets for children and staff. The school grounds are available for fully supervised activities.

The group is led by a parent committee. There are two regular staff, and two additional staff members for back up cover. The play leader holds an appropriate level three childcare qualification. Volunteers and students are also welcome. There are strong links with the school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have some opportunities to develop their awareness of health and hygiene in their daily routines and activities. They are encouraged to wash their hands before having packed lunches, but not specifically before having snacks. Children are encouraged to wash their hands after going to the toilet and there are paper towels for hand drying which helps prevent the spread of infection. They gain an understanding of keeping their bodies healthy as they wear coats to keep warm when going out to play in cold weather and use sun cream to protect their skin in hot weather.

Children have a biscuit and a drink of squash or water at snack time. They may also request additional drinks. The school has a healthy eating policy and fresh fruit is available for the club during some sessions. Staff ensure that any special dietary needs are adhered to; they work closely with parents and obtain any necessary information about any specific requirements.

Children develop their physical and emotional well-being as they participate in activities which exercise their bodies. They gain lots of fresh air in the playground as they confidently use the wide range of large and small play equipment or just run around and have fun. Children confidently use climbing bars or play a variety of ball games. They also develop emotionally as they build positive relationships socialising with other children and adults.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are welcoming and the resources are organised appropriately in the setting so that children can play in safety. They access the designated childcare areas freely with support from the staff. Staff take steps to ensure that play resources, equipment and furniture are maintained in a safe and clean condition; all items are checked frequently. Children learn about keeping safe, for example, being careful when using equipment. They also develop their understanding of road safety when out on walks in the village with staff.

Staff take steps to ensure the premises are safe and secure so that children are protected. Measures taken include cleaning materials being securely stored and staff always supervise children who are playing in the school grounds. Fire exit signs and evacuation procedures are prominently displayed, there is appropriate fire fighting equipment in place and regular fire drills are undertaken. The main entrance security entry system ensures that people cannot just walk into the school, however, children may leave by this exit or another exit from the playroom as they are not secured from the inside. As the school grounds are not fully enclosed, there is a potential for children to leave the school site unsupervised.

Children are protected as people visiting the school are asked to sign the visitor's book immediately on arrival and departure. There is a well controlled drop off and collection of children by parents and carers. Children are also protected as staff have an appropriate awareness, of child protection and the play leader has completed relevant training.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children build positive relationships with staff who respond well to the children's differing needs during sessions. Children are warmly welcomed by staff. They participate in a range of activities which introduce new learning experiences as well as develop their existing skills. They can just relax with their friends or explore and use their imaginations, for example, as they dress up, use a microphone and put on a show, or create pictures using a range of craft materials. Children also gain practical experience as they may help tend plants in the school garden. They are helped to build confidence in their abilities and establish positive relationships while they interact with their peers and with staff. Children are encouraged to take an active role in the group and join in vigorous team games or go on nature walks to collect, such as leaves to use in their art work.

There is planning in place which is reflected in practice. Staff have an understanding of how children gain independence and allow them to explore and investigate in activities. They use clear and simple language which enables the children to take an active role in discussions. Staff ensure that the setting is organised with resources which allow the children to have positive experiences and lots of fun. There is a range of playthings in keeping with the children's varying ages and stage of development. These are organised to allow for flexibility and spontaneity which enables each child to choose what they want to do. Staff prepare for the sessions and ensure that all necessary materials and equipment are in place for both the planned activities and additional free-play.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from the staff's positive attitude towards equal opportunities and respecting individual and differing needs. There are opportunities for children to develop their awareness of local and wider communities. They experience celebrations and festivals, such as Christmas when they make hats or Easter when they decorate and roll eggs. Children also learn about less familiar festivals, for example, they enjoyed making masks in relation to the Chinese New Year and made model candles in relation to the Indian festival of light. Children made a poster with word in different languages after undertaking the research for this. They may use the school library for doing homework and they may use the books which reflect other backgrounds and abilities, however, there is no specific equipment in the playroom to further develop their knowledge and understanding. Stereotyping is discouraged and all children have the opportunity to participate in age appropriate activities according to their stages of development.

All children build confidence in relating to their peers and adults. They express their ideas and thoughts, communicating well during incidental and planned events. They learn about sharing

and valuing others from the good role models provided by the staff who support, praise and encourage children in their daily activities. This helps them to develop their self-esteem, confidence and sense of belonging. Children are very happy and relaxed in the setting. They are enabled to make choices in their play and daily routines, are confident as they select playthings and participate in activities.

The partnership with parents and carers is positive. Parents are able to participate in the exchange of information necessary for their child's care. They are informed about daily issues and there is a setting brochure and regular newsletters provided by the group. In addition, the school weekly newsletters also mention the club issues. The good relationship is evident in the rapport between staff and parents when children are collected at the end of sessions. In addition, children take artwork home to show what they have achieved.

Organisation

The organisation is inadequate.

Clearly defined daily routines enable children to settle well and feel secure. The staff team demonstrate a caring approach as they look after the children. This is reflected in the setting, in the range of resources and equipment provided and in the good relationship between the children and staff.

There are recording systems in place, including a well maintained register of children attending which is maintained as children arrive and again when they depart. Current public liability insurance is in place. However, the accident, medication and fire drill records and the play leader's first aid training certificate were not available for the inspection. There are written policies and procedures, such as child protection, behaviour management and equal opportunities, in place which are used to guide practice and protect the children. However, these were not available in the setting to inform staff and parents. There are complaint recording sheets in the setting, but a complaints procedure with Ofsted's contact details is not available for parents.

Although there are now two regular staff members on duty, the group operated with one vetted member of staff and one member who was working from September until mid December without a suitable CRB disclosure being in place. Ofsted were not kept informed about the difficulty in having a minimum of two cleared staff on duty at each session. The play leader is the only qualified person on the staff team at this time and steps are being taken to find suitable training for other staff members.

Children benefit from the activities and the care provided. However, some of the records, policies/procedures and the play leader's first aid certificate were not in the setting at the time of the inspection; there was a three month period when only one of the two regular staff members was suitably vetted and Ofsted was not kept informed about staffing difficulties. There is a clear breach of the standards for registration. Therefore, overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

There was one recommendation made at the last inspection in relation to improving the accident recording system. This has been addressed as there are now individual accident sheets in place.

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 the 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 that there are effective procedures in place for checking that staff are suitable to work with children and that any person who has not been vetted is never left alone with children
- ensure that there is a minimum of two adults on duty who are suitably vetted. Ensure that Ofsted is kept informed of any significant events in relation to maintaining the correct staffing ratios
- ensure that all records, policies and procedures which are required for the efficient and safe management of the provision and welfare of the children are readily accessible and available for inspection at all times
- ensure that the relevant policies and procedures are always available for staff and parents, including a written complaints procedure for parents which includes the address and telephone number of Ofsted.

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