



Stoneraise After School Club

Inspection report for early years provision

Unique Reference Number	317456
Inspection date	28 February 2007
Inspector	Andrea, Marie Paulson
Setting Address	Stoneraise School, Stoneraise, Durdar, Carlisle, Cumbria, CA5 7AT
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Registered person	Stoneraise Out of School Group
Type of inspection	Childcare
Type of care	Sessional 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Stoneraise Out of School Group (SOSG) operates within Stoneraise Primary School set in a rural area near to Carlisle. The after school care provision has been registered since 1997 and has developed into wrap around care. Children have use of the school hall, the Foundation Stage unit, the upper junior classroom and the library, with toilet and kitchen facilities nearby. All children share access to the extensive outdoor area which includes the field, adventure playground, hard surface area and seating area.

The breakfast club is open from 08.00 to 09.00, the sessional care is open from 12.00 to 15.30 and the after school care is open from 15.30 to 18.00, Monday to Friday during term time only. The summer school is open from 08.00 to 18.00 for two weeks during the summer holidays.

There are currently 31 children attending the after school club. The provision supports children with learning difficulties and disabilities, and those for whom English is a second language. Children attend from the immediate urban and extended rural communities.

The two regular members of staff are qualified and experienced with this age range, while the management committee is made up of staff, school governors and parents. Three additional staff are available to provide cover. The group is a member of '4Children' and has the backing of Sure Start, Cumbria.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have their individual health and dietary needs met generally well as staff work closely with the parents to record relevant information for each child and meet individual needs. The accident book and consents for emergency medical treatment are in place and the incident recording is kept more confidential, which is an improvement since the last inspection.

Children have a varied range of activities, including active play in the spacious indoor and outdoor areas which contribute to their general health and physical development. They develop coordination as they play dodge ball, table tennis and dance in the hall. Children explore the outdoor play area activities as they ride bikes and use the climbing frame and slide. They develop a sense of space as they participate in games, such as football and netball. Children have freedom of movement within the hall which has easily accessible activities. They, therefore, have several opportunities to develop movement skills. Children rest in quiet areas, for instance, on comfortable bean bags with books available nearby.

They learn about sound health and hygiene practices as part of the daily routine when they wash their hands before having a snack and tables are wiped. Staff have a sound knowledge of health and hygiene procedures in providing snacks. Children sit together to have their snacks so that acceptable table manners are promoted during this sociable activity. They develop an understanding of healthy food choices in fun ways, such as identifying groups of foods by running into areas in the hall marked out for 'vegetable, meat and fruit'. The snacks provided, however, are limited in nutrition and fresh drinking water is not readily accessible during physical activity.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean, bright, spacious and secure environment so that they feel confident and safe. They move safely around the premises and help themselves to a range of easily accessible resources and activities suitable for the age range. Access to the premises is carefully monitored and children are collected by authorised people only and the routine of signing them out is adhered to well. The equipment is in reasonable condition and easily accessible to children. Risk assessments are devised and contribute towards minimising hazards to children.

The emergency evacuation is practised so that children are familiar with the procedure to help keep themselves safe. Regular checks are made to keep resources well maintained and safe for children to use. Staff ensure that children are supervised both indoors and outdoors throughout

the session. Children follow safe practices such as not running around tables and chairs, not kneeling on chairs and taking care when playing ball games. They benefit from staff guidance in how to safely use art and craft equipment. Children are effectively supervised through the well organised deployment of staff and the adult to child ratio being maintained.

Children are further protected by staff who have sound knowledge and understanding of child protection procedures. The child protection policy has been reviewed and is now improved since the last inspection. Policies to protect children are revised, including a lost child policy, so that relevant policies to safeguard children are improved, since the last inspection. Children's safety and well-being are enhanced by the commitment of staff to update their training.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children interact confidently with staff and settle well into a familiar routine. They enjoy their time in the Foundation Stage unit and out of school clubs. Children are enthusiastic and self-assured. Their learning and play needs are supported well as they access age-appropriate resources. Staff have sound knowledge of the children especially with continuity of staff also being involved in school, so that they are able to give effective individual support.

Children's language skills and self-expression are encouraged as they talk together during role play and discuss experiences while doing craft work. They listen well to stories and to instructions from staff. Children concentrate well as they take part in games and explore craft activities, such as painting pasta to make bracelets. Their self-esteem is promoted through praise for their achievements and good behaviour, for instance, in helping to tidy up. Children's imagination is stimulated as they make models out of construction materials. They learn about living things as they make a 'hungry caterpillar' by sticking several circles together and study tadpoles in the tank and their rate of growth. Children practise number skills as they count circles and work out how many pink ones and blue ones. They practise Information Technology (IT) skills through play with laptops using appropriate programs.

Regular daily routines are flexible to allow for the exploration and development of children's own ideas and individuality. Activity sheets show a sound balance of planned activities and free play so that children benefit from having opportunity to practise individual skills. Staff have a sound knowledge of child development so that all children enjoy appropriate activities and resources throughout the age range. Younger children, for instance, enjoy socialising with reception children in the Foundation Stage unit while older children play a range of team games in the school hall.

Children benefit from a relaxed atmosphere within a welcoming environment. Staff care very much about the well-being of the children who respond well to their kind and caring manner. Children, therefore, develop confidence and self-esteem through the care, attention, humour and fun shared with staff.

Helping children make a positive contribution

The provision is satisfactory.

Children become aware of the wider world through resources that reflect varied cultures, such as books, planned craft activities and role play. Children with learning difficulties and disabilities are supported well through the staff's experience, working closely with the parents and the accessibility of the premises. Staff work in school and in the after school clubs so that they know children particularly well as individuals. All children are therefore welcome and actively participate in the club.

Children are well behaved and learn to follow the example of staff members when using good manners and being considerate to each other. Older children are involved in making up their own ground rules so are learning right from wrong. Children learn responsible behaviour as they tidy up after an activity and share resources such as the construction materials. They know to take turns, for instance, when using the laptop. Children respond well to appropriate behaviour management techniques and enjoy sound interaction with each other and staff. They learn that they are valued when praised and encouraged by staff. Children develop self-esteem as they confidently make choices and decisions about their play.

Children benefit from the sound partnership with parents. Continuity of care is promoted with informal, regular handovers with the parents so that children's individual needs are continuously met. Parents and children are made welcome. The required policies are in place with some policies having been updated and made more accessible to parents. The provision has, therefore, improved the information available to parents. Parents at the previous inspection commented on the friendliness of the staff and that they are happy with the standard of care.

Organisation

The organisation is satisfactory.

Children take an active part in the club with sound supervision by staff to support their enjoyment and achievements. Staff members work well together as a team to organise the smooth running of the session so that children are familiar with the routine. They are deployed well to effectively supervise all the children. The premises are set out well throughout the rooms to provide a range of interesting play areas relevant to the developmental age of children.

Staff are conscientious and care about the children's well-being. The managers of the provision are qualified and experienced with children of this age range. Sufficient staff are available to maintain the required ratio and provide cover when needed. Satisfactory recruitment procedures are in place to ensure that all staff are registered to work with children. Procedures have been improved to keep Ofsted informed of significant changes.

Staff plan a satisfactory range of activities in a well-equipped environment. Resources are organised so that children enjoy varied play over continuous sessions. The close links with the school promotes continuity of care for the children. Recording systems are well maintained so that children's health, safety and welfare are soundly promoted.

Overall, the provision 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 put effective procedures in place to check that staff are suitable to work with children. The provider has achieved this through developing a system to monitor the progress of individual checks carried out.

The provider had not kept Ofsted informed of significant changes, in this case, a new manager of the breakfast club. The provider is now aware of this regulation and has set up a monitoring system to keep Ofsted informed in the future.

The provision was required to make the complaints policy and procedure available to parents. The policy is now displayed in the care areas and has been updated so that parents are better informed.

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):

- ensure that fresh drinking water is readily available for children especially after physical exercise
- ensure that children have healthy and nutritious snacks regularly.

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