



## Servite Parish Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY272267
<b>Inspection date</b>	21 February 2007
<b>Inspector</b>	Barbara Law
<b>Setting Address</b>	Cavendish Road, Salford, Lancashire, M7 4WP
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<b>Registered person</b>	SKIPS
<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 good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

SKIPS Out of School and Holiday Club has been registered since 2003. It operates from within the Servite Parish Centre, in Salford. The club has use of the main hall, adjacent toilet facilities and the school playground. The kitchen area is for staff use only.

The out of school service is offered each day before and after school during term time from 07.45 to 08.55 and from 15.30 to 18.00. Holiday care is provided from 09.30 to 15.00, Monday to Friday. The registration is for 40 children. Currently, there are 75 children on roll. Children attend for a variety of sessions.

More than half the staff team of six, who all work directly with the children, hold appropriate child care qualifications. The provision receives support from Salford Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean, bright, well maintained environment where they learn about taking care of themselves. They understand the importance of good hygiene practices as they wash their hands with the liquid soap and warm water provided and dry them thoroughly with the hot air dryer before eating their snack and after using the toilet. The children are protected from infection, because the staff are well informed about good hygiene practices and suitable arrangements are in place for excluding children who are infectious.

Children benefit from healthy and nutritious snacks which promote their growth and development. For example, toasted crumpets, sliced apple and oranges. They make choices about their snack and have their appetites satisfied when they ask for more. Children's individual dietary needs are well met because staff use information from parents and the children themselves when planning the menus. They have free access to fresh drinking water throughout the session.

Children have opportunities to enjoy daily physical activities such as the indoor team game 'farmer, farmer' or playing football outdoors when the weather allows, which contributes to their good health and develops their strength. They are able to rest or be active according to their needs.

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

The provision is good.

Children benefit from a clean and well organised environment. They access a range of safe, good quality resources, which provide a balanced range of activities and meet their developmental needs. They move about safely and freely as they choose which activity to enjoy. Risks of accidental injury to children are minimised because staff are vigilant and carry out risk assessments to reduce hazards. Accidents and incidents are recorded which contribute towards keeping children safe.

Children have a good understanding about keeping themselves safe. They know not to open the door or go in the kitchen without a member of staff. They are clear about the procedures to follow in the event of a fire. Children learn about safe practices because staff give explanations to children, for example, why they need to find space when playing with the pool table so they do not hurt each other.

Children are well protected by staff who have a good understanding of child protection procedures and give priority to children's safety and welfare.

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

The provision is good.

Children are comfortable and relaxed on arrival and staff greet them by name. They explore the environment making choices about their play. They relax or are active in accordance with their needs and interests. Children are happy and secure. They enjoy each other's company, chatting about their day at school and planning activities together. Children are involved in a range of activities which are fun and provide sufficient challenge. They use their imaginative skills as they play in the role play area styling the model's hair with brushes, combs, hair dryers and straighteners, or play with the dinosaurs in the coloured sand littered with 'diamonds'. Other children are happy to sit and colour, read a book, play team games or chat together.

The children and staff have good relationships. They chat and laugh together as they play team games or take part in craft activities. Children show care and concern for each other, the younger children are encouraged by the older ones to join in activities. Children show high levels of concentration and perseverance skills as they complete a game of 'farmer, farmer'. They express that they enjoy coming to the club and describe their time there as 'well good'. They state they like everything about the club such as seeing their friends and playing games. Their confidence is promoted by positive relationships with staff and their understanding of children's individual needs. Children are given good attention and staff ask questions and initiate discussion extending their independence and language skills.

Children are happy and settled in their play. Their independence skills and self-sufficiency are developed through easily accessible resources and equipment. Children experience a variety of play activities including opportunities for more physical activity. Outdoor play is available in good weather. They have opportunities to do their homework and are well supported by staff who understand their individual needs.

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

The provision is good.

Children develop a strong sense of respect for themselves and others. They have a good understanding about diversity and the wider world through activities and resources. For example, the children are regular visitors to the local elderly persons' home where they talk to the residents and sometimes entertain them with concerts. The children are given opportunities to wear 'pretend' hearing aids and glasses without lenses, as a result children are gaining an understanding of the differing needs of others.

Children are very well behaved. They know the rules and boundaries so they have a clear understanding of what is expected regarding their behaviour. They state, 'We share and are kind to each other'. They are well mannered and very sociable, they use 'please' and 'thank you' to each other and to adults. Children enjoy mutually respectful relationships with the staff who are kind, fair and listen to them. They demonstrate a positive and mature attitude towards each other as they recognise and respect the needs of younger children. Staff ensure all children are fully involved in the life of the setting through changing or adapting play activities. This contributes to a happy and harmonious environment for all children attending the club.

Effective relationships with parents contribute to children's well-being at the club. Regular exchange of information via the notice board, regular newsletters and informal chats ensures children's needs are well met. Parents are delighted with the reliable service, care, activities and friendly staff who are concerned for and interested in the welfare of their children.

### **Organisation**

The organisation is good.

Children benefit from an enthusiastic, well organised staff team who are well informed and work well together. This contributes to children feeling happy and confident in the club. Children's play, learning and development is enhanced by the warm and friendly relationships between staff and children. The individual needs of children are well catered for because staff spend time getting to know the children and families.

Most required documentation which contributes to children's health, safety and well-being is in place and kept in good order. However, there is no written policy regarding bullying and staff do not sign to say they agree with the policies and procedures of the club. The good staffing ratios ensure all children receive good levels of support and attention. Space and resources are organised to promote children's safety, care and learning.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

All staff hold a relevant first aid certificate, these were available for inspection, up to date and in good order. This ensures that children are cared for in a safer environment.

Policies have been updated to include lost/uncollected children and parents consent for transportation of children away from the setting. This ensures that children are cared for in a safer environment and that parents are kept informed of the service they can expect for their children.

There is no written statement on bullying. To ensure that children are cared for in a safe environment, a recommendation has been made to include a written statement on bullying.

### **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 good. 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 a written statement is in place with regard to bullying
- ensure staff sign to say they agree with the policies and procedures of the club.

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)