

# Eastfield Out of School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	509943
<b>Inspection date</b>	07 March 2007
<b>Inspector</b>	Marian Bvumburai
<b>Setting Address</b>	Eastfield Primary School, Eastfield Road, Hull, HU4 6DT
<b>Telephone number</b>	01482 561149
<b>E-mail</b>	
<b>Registered person</b>	Vivien Alexander
<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?

Eastfield Out of School Club opened in 1994. It is privately owned and is situated at Eastfield Primary School in Kingston-upon-Hull. It operates in a building independent of the school and also has use of the school gym and library. It is registered to care for a maximum of 36 children aged from three to eight years at any one time and it primarily serves children who attend the school.

There are currently 75 children on roll. The provision is open Monday to Friday from 07.30 to 09.00 and 15.30 to 18.00 during school term time, and 07.30 to 18.00 during holidays. None of the children attending are identified as having learning difficulties or disabilities.

The provision employs eight members of staff on a part-time permanent basis, about half of whom, including the manager hold appropriate early years qualifications.

The owners work at the provision and hold a level three play work qualification, in addition there are six other members of staff, who are suitably qualified and have relevant experience.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's good health is promoted well. They enjoy a varied and wide range of appropriate activities which contribute to their good health. For example, they regularly have physical activities such as football, skipping, singing and dancing. The older children also use the school gym, giving the children regular opportunities to exercise as well as enjoy themselves.

They are cared for in a satisfactorily clean and warm environment. They know the importance of good hygiene and practice personal care through daily routines such as washing hands before having something to eat and after using the toilet. Children understand that washing hands gets rid of germs and this can stop some illnesses, such as poorly tummies. Effective sickness procedures are followed by staff and parents, for example, children who have infectious illnesses do not attend. This helps to prevent the spread of infections to others and contributes to keeping children healthy.

Staff seek written consent from parents to administer medication and they record any medication given. However, the systems for this are not entirely consistent and do not ensure that parents' as well as staff signatures are always recorded.

All toys and resources are cleaned regularly, and tables are wiped with detox before meals and before snacks are served. Children learn about healthy eating and they understand the benefits of eating vegetables and fruit. For example, they understand that eating fruit is better than sweets because it is good for the body and teeth. They enjoy balanced and nutritious snacks which help them to keep in good health. For example children enjoy brown bread or toast with a choice of butter, jam or chocolate spread, fruit of their choice and sugar-free juice. Although drinking water is readily available from a water dispenser, cups are not always available. This hinders some children from making independent decisions about when to drink. Children's dietary requirements, their likes and dislikes, as well as their parents' wishes are recorded on each child's personal form. These are known to staff and are taken into consideration during preparation and provision of meals.

Some of the staff hold valid first aid certificates and the manager ensures that a first aid trained staff member is on duty at all times during sessions.

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

The provision is satisfactory.

The environment is safe and pleasant and security into the building is vigilantly monitored. For example, parents and visitors ring the door bell and a member of staff attends in person to identify the caller before granting access. During times when children are playing outside, the staff ensure that children remain in the fenced off area and keep the gate shut. Visitors to the premises sign in, however the system is complex as two separate records are used in the children's register as well as in the visitors' book.

Children enjoy freedom of movement within the spacious room and also have use of the school gym and library. Outdoor play is successfully monitored and children remain in the view of staff at all times. Staff effectively extend children's understanding and responsibility for their own safety by talking and helping them to assess risks for themselves. For example, they talk to

children about the risk of running around the room or throwing things. Fire drill practices are carried out recorded, and evaluated. The children clearly understand what they need to do and why. For example, one child said that when the alarm sounds, they have to go outside quickly and stand far away so that the fire can not find them.

Staff know the children well as individuals. They use their knowledge of individual children's abilities and interests to carefully plan activities and successfully meet children's needs, whilst maintaining a safe environment for all. Children enjoy access to a range of resources, all of which are in safe condition. For example, children play with balls and skipping ropes, some play snooker, and others play music and do dancing. Some children choose to do gluing and sticking, whilst others set up a beauty clinic where they put make-up on each other.

Children's safety is considered paramount. Staff have knowledge of safeguarding children and reporting procedures, although they do not have in place the latest guidance. Incidents or accidents to children are recorded, however, the system for recording does not ensure confidentiality as two accidents are recorded to a page, side by side, and parent's signatures are not consistently obtained.

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

The provision is satisfactory.

Children are effectively supported by the staff, who ensure that a suitable and varied range of activities and resources are readily available. Children enjoy freedom of choice and freely approach staff to ask them to provide other activities or resources that they may prefer but that are not laid out on the day. However, there is no provision for children to enjoy relaxing, such as a quiet cosy corner.

Staff are flexible and take interest in what children have to say, which helps them to feel at ease and valued. The children relate well to staff and enjoy support and encouragement from them. The children benefit from the positive relationships and their self-esteem is appropriately fostered, by taking part in decision making, i.e. ground rules for the club. They are given responsibilities and confidently take part in activities such as tidying up.

The children are happy, familiar with routines, know the ground rules, and remind each other of these. They relate well to others, are helpful and show tolerance. For example, they have written the club rules in their own handwriting, most of these refer to no fighting, no pushing and waiting turns to use equipment.

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

The provision is satisfactory.

Children are treated with equal concern and staff provide a service that is free from discrimination. They help children to recognise and value each other and others regardless of their differences. They provide a good range of activities and resources, such as themed discussions, books, celebration of festivals including those of other cultures.

Children are well behaved and supportive of one another. They listen and follow the staff's instructions easily, and respect the ground rules. Staff apply the rules fairly and consistently, which helps the children feel safe and confident about what is expected of them.

The relationships between parents and staff are friendly and supportive. For example, as children are collected, staff make themselves available for a chat. They welcome parents cheerfully and make brief comments about the child's time in their care, encouraging conversation. Parents are happy with the care of their children. The staff ensure that parents have ready and immediate access to information about their children, as well as any other general information about the provision. For example, some information is pinned up on the notice board and parents are provided with a welcome booklet. A complaints procedure is in place and parents are made aware of it.

## **Organisation**

The organisation is satisfactory.

The staff group is well experienced and skilled. They keep most records, policies and procedures for the efficient and safe management of the provision. These are maintained and kept up-to-date, for example, the system for recording children's attendance. Children are accounted for by staff as they are collected from their classes. If a child is absent, the staff ring the parent to make sure they are aware of this. Parents sign-out their child, and record the time as they leave. The contingency arrangements in place for relief cover are satisfactory.

The children demonstrate a sense of belonging and freely approach the staff and express their feelings or wishes. Staff help children to feel confident and safe by being consistent in their expectations. They work closely with parents to promote the children's welfare by keeping communication lines open. Space is well organised, providing a variety of activities and resources, with plenty of free play space.

Parents are made aware of the policies and procedures governing the service and information about their children's progress is routinely and effectively shared with them. Parents feel respected and say that they are kept informed about their children's welfare. For example, they say that they are verbally informed of any accidents to their children, and information is recorded in the accident book and they sign to acknowledge the record.

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, some issues were raised regarding National Standard 14: Documentation. The provider was asked to keep an up-to-date visitor's book, to provide information to parents about the service and to ensure policies were reviewed.

Some of these areas have been addressed and as a result children's safety has improved. An up to date record of visitors is now kept, although this is in two places and does not record the reason for the visit. A 'parents welcome booklet' has been devised and is given to all parents and the setting's policies are now reviewed regularly. These improvements help promote positive outcomes for children's safety, care and well-being.

## **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 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 the arrangements for recording visitors to the setting and ensure an accurate record is kept
- make the system for recording accidents confidential and ensure that parent's signatures are consistently obtained
- ensure that the system for recording medication administered is effective and that parent's signatures are obtained consistently.

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)