

# Early Birds And Night Owls out of School Care

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY337657
<b>Inspection date</b>	06 March 2007
<b>Inspector</b>	Dorothy House
<b>Setting Address</b>	Windhill Primary School, Windhill, BISHOP'S STORTFORD, Hertfordshire, CM23 2NE
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<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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Early Birds & Night Owls After School Club and Holiday Hedgehogs Holiday Scheme is privately owned. It opened in 2006 and operates from two classrooms and a large hall within Windhill Primary School in Bishops Stortford. A maximum of 60 children may attend at any one time. The breakfast club is open from 07.30 to 08.30 and the after school club from 15.00 to 18.30 during term time only. The holiday scheme is open from 08.00 to 18.30 throughout the school holidays. All children share an enclosed outside play area.

There are currently 57 children aged from three to 11 years on roll. Children attend the after school club from the school where the club operates from as well as eight other local schools. The holiday scheme is open to anyone in the age range.

The club supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The club employs eight staff. Of these, five hold appropriate qualifications and two are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children's good health is extremely well promoted through a comprehensive range of policies and procedures which are shared with parents. Parents are well aware that their child should not attend if they are ill and should their child become unwell whilst at the club, they respond quickly to a call to come and collect them. Staff support the child until their parent arrives. Children are well aware of their own personal hygiene requirements and are proactive in washing their hands after using the toilet, before eating and after handling the pets. Staff have up-to-date training in first aid and respond quickly should a child have an accident to comfort and reassure them. Parents are asked to sign the accident record and receive a full explanation of the incident. The first aid box is well stocked and regularly checked to ensure items are replaced.

Children attending the after school club all look forward to sitting down to their tea together. They are offered an excellent choice of healthy food ranging from: soup with crusty bread, pasta, sausages, sandwiches made with white or brown bread with fillings ranging from ham, chicken to tuna fish, crackers, fresh fruit such as oranges, apples, kiwi, mango, lychees, kumquats, as well as fresh vegetables. Children are encouraged to try foods for the first time such as some of the more exotic fruits like lychees or kumquats or the different types of raw vegetables on offer such as green peppers. Children are praised for attempting something new. All the food is attractively presented which encourages children to try different things. Children thoroughly enjoy this social time together and staff join in with their chatter and discussions. Staff encourage the children to think and suggest different menu ideas for their tea times which makes the experience doubly enjoyable and they look forward to 'eating' their suggestions. Children are able to eat and drink to meet their individual needs and at their own pace. Children attending the holiday club are provided with breakfast and tea and are asked to bring a packed lunch.

Drinking water is available at all times throughout the session so that children do not go thirsty. Children's special dietary needs are very well catered for and parent's are encouraged to exchange information with staff to ensure children's changing needs are met. The club has a strictly 'no nut' policy to ensure children with a nut allergy are not put at risk.

Children enjoy playing outside with footballs, bats and balls, skipping ropes and hoops. They enjoy making-up games as they play and act out their favourite scenes from a movie, television show or football game. During the holiday club they have the added attraction of being able to go swimming, enjoy bowling and go karts. Likewise, if a child did not want to go outside to play they can remain inside and rest or play if they wish. They can access a quiet area to read books or do their homework.

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

The provision is outstanding.

Children are welcomed into a bright, exciting and very child centred environment. They are greeted by name and registered on arrival. Staff are quick to ask how their 'day at school' had gone and children are eager to respond. They can self-select resources from an excellent range which are stored at their height. Children feel valued by the staff when they all get the opportunity to discuss and choose new resources. They have contributed to a 'wish list' of toys

and games and fully understand these will come to fruition as and when funds become available. They are free to negotiate in what order the resources are bought and this leads to a sense of 'ownership' by the children. They take a pride in their 'club' and enjoy participating in the session. They have room to move around freely without getting in each other's way. They can stretch out to play or curl up with a book.

Children are supervised at all times by vigilant staff. They take positive steps to ensure they do not leave the premises unobserved. They respect the different ages of children attending and have an excellent understanding of their growing independence. They understand children's need for privacy and give them space rather than crowding in on them. They observe from a distance and know instantly where each child is located.

Children regularly take part in practicing evacuations in case of an emergency. Staff carry out regular risk assessments to minimise potential risks and records are kept of any action taken. Staff monitor the comings and goings of parents and children at the end of the session and complete the register. Parents keep staff informed of who will collect their child if they were not able to. They will telephone ahead if they are going to be late. This close working relationship between staff and parents actively promotes children's safety.

Children are well protected from possible harm because staff are very clear about their role in protecting children and fully understand it is of paramount importance. They have accessed safeguarding children training and know who to contact should they have concerns about a child.

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

The provision is outstanding.

Children arrive ready to participate in the activities which are set-up for them. They are happy, confident and full of chatter. Staff are just as eager to see them and hear about their day at school and listen attentively. The room is divided into different areas which includes a book corner, computer area, role play area, play station with comfy floor cushions for children to sprawl on. This area also doubles up as a 'chill out zone' where children can come together to discuss their ideas for contributing to their 'wish list' for resources. There is an area for drawing and colouring as well as an outstandingly well stocked craft area which children can access at any time to create pictures or birthday cards or make models. Puzzles and games are all stored so that children can access them easily. They can choose what they want to play with and they tidy away when they have finished playing with them. A pool table is available which children enjoy challenging each other to a game as well as challenging staff.

Children have access to a pet area in the room which houses a hamster and two tortoises. They learn about keeping them healthy through discussion, topics and books. They have the opportunity to take them home at weekends to care for them.

Children enjoy being creative when celebrating festivals such as St. Georges Day, St. Patrick's Day, Australia Day where they enjoyed practising throwing a boomerang and Chinese New Year where they practised writing in Chinese. Staff plan celebrations with the children so that they get the chance to choose activities to go with the occasion. For Shrove Tuesday they enjoyed making pancakes which they ate at tea time, on Burns' Night they tasted 'Haggis, neeps and tatties' and for Australia Day they enjoyed a Barbeque with lots of hot dogs and hamburgers. These events are well researched by staff to ensure they are ready to answer questions posed by the children. They ensure there are books and other materials available for children to dip

into to extend their knowledge. Sporting events such as the World Cup and Wimbledon are acknowledged and discussed by the children with the staff.

Children's self-esteem and confidence is extremely well promoted through the willingness of staff to include them in the planning of sessions and their continued commitment to support and value them as individuals.

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

The provision is outstanding.

Children's equality of opportunity is extremely well promoted by staff who respect and support them as individuals. Children are free to choose from a wide range of activities which keeps them stimulated and challenged. Staff act as excellent role models and support children in a very sensitive way. Children feed off of this positive approach and respond quickly to support a friend or a younger child who may be having difficulty piecing together a construction toy or mastering a game on the play station.

Staff encourage children to be aware of their own behaviour and the effect it has on others. Children discuss with staff ground rules and have drawn up their own list entitled 'Our Rules' which includes statements such as 'respect each other', 'help each other', 'share things', 'listen to grown-ups', 'have fun' and 'be safe'. Children will sit in their own 'council' to discuss behaviour issues if they have arisen, such as the noise levels at the tea table and will remind each other of what is expected of them. Staff are on hand to discuss and support them in this process if required. This excellent approach and freedom to contribute gives the children a real sense of involvement in the life of the setting and helps them to regulate their own behaviour and actions in a very positive way.

Children attending the club come from a number of different schools where cultural differences are discussed and celebrated. The club supports children by actively celebrating religious or cultural festivals throughout the year which helps to further support them in their understanding of the wider world. Children feel confident to talk to staff about the various aspects of their school day and staff act as a 'sounding board' for children who want to think through or test out ideas on what they have heard.

Parents are welcomed as they arrive and there is a member of staff always available for them to speak to. Parents speak highly of the club and describe it as having a 'home from home' feel about it. They praise the staff for being very supportive to their children and for the way they promote positive behaviour. They feel there is a good exchange of information between themselves and staff when they collect their children. They receive a comprehensive information pack when they join the club and regular newsletters. They have access to the club's policies and procedures and feel the club acts promptly if they have a query or need information.

### **Organisation**

The organisation is outstanding.

Robust recruitment and vetting procedures ensure children are extremely well protected and cared for by experienced and qualified staff. They have excellent knowledge and understanding of the age range of children they care for. They have annual appraisals where their ongoing development is discussed and encouraged. They actively seek out training to go on and willingly share their newly acquired knowledge with their colleagues. The running of the sessions are

monitored and evaluated on a regular basis to ensure they continue to provide stimulating and exciting activities for the children.

Staff have a very high regard for the well-being of the children, they speak to them with respect and value them as individuals, encouraging and supporting them in a very positive way. Staff deployment contributes to children's safety and well-being enabling them to play an active part in the setting.

All the required documentation is in place and easily accessed. All children's records are up-to-date and kept confidential. Parents are aware they can access their child's record at any time.

An extremely close working relationship exists with the school from where the group is run with the head teacher being a frequent visitor to see the children and speak to the staff. The club also enjoys a good working relationship with the schools they visit to collect children to bring to the club. This all contributes to the harmonious way in which children confidently transfer from one setting to another in the course of their day.

Overall children's needs are met.

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

Not applicable.

### **Complaints since the last inspection**

Since registration 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 outstanding. 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**

No recommendations for improvement are made because the quality and standards of care are outstanding.

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)