



Cloverfields Kids Club & Pre-School

Inspection report for early years provision

Unique Reference Number	205590
Inspection date	21 March 2007
Inspector	Jackie Phillips
Setting Address	C/O Humberston Cloverfields Primary, St Thomas Close, Humberston, Grimsby, North East Lincolnshire, DN36 4HS
Telephone number	01472 500219
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Registered person	Cloverfields Kids Club & Pre School
Type of inspection	Integrated
Type of care	Full day 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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Cloverfields Kid's Club and Pre-school provides full day care and before and after school care for children. The group registered in 1995. Both groups are run by the same voluntary committee, under the organisation of Cloverfields Primary School. The settings are, however, separately organised and managed. Both groups are housed within the Old Clinic building in the grounds of Cloverfields Primary School, in the village of Humberston, North East Lincolnshire. The building has three play areas and an adjoining outdoor terrace and soft surfaced area.

The Kid's Club serves the childcare needs of the local and wider community and currently has 100 children on roll. Of these, 50 are under eight and 50 are over the age of eight. The Pre-school currently has 36 children on roll and of these 33 children are in receipt of funded nursery education. Support is available for children with additional needs and for those children who may use English as an additional language.

The Pre-school is open from 09.15 to 11.45 and from 12.45 to 15.15, Monday to Friday during term time only. Arrangements can be made for children to stay for lunch provided by parents. The Kid's Club is open from 07.45 to 09.00 and 15.30 to 18.00 each weekday during term time. During school holidays it is open from 07.45 to 18.00 excluding public holidays.

There are currently four qualified staff employed at the Pre-school and seven staff employed at the Kid's Club, of whom six are qualified. The Pre-school are members of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children that attend the pre-school group and the out of school care provision have good access to toilets and suitable hand washing resources. For example, they use disposable paper towels and liquid soap. They are regularly reminded by staff about hand washing routines, especially after using the toilet and before eating. This means that children are developing a sound knowledge of secure personal hygiene practices. Tissues are readily available for children to use.

There are many opportunities for children to try a range of healthy food as part of a balanced diet. They have good access to drinks throughout each session. Fresh fruit and other healthy options are provided for children attending the pre-school group. Good arrangements are in place for the safe storage of packed lunches provided by parents. At mealtimes, adults sit with children and lively discussions take place. This provides children with an enjoyable social occasion in which they feel at ease, making positive links with home. Older children are able to personally choose from a range of foods that are regularly rotated for breakfast and tea. For instance, soup, toasties or sandwiches are provided at the end of the school day.

Staff hold valid first aid qualifications and medical supplies are in place. This means that children's injuries are able to be attended to. Parents are asked to provide their written permission for children from both groups to seek emergency medical treatment should this be necessary. However, the adults of both groups have failed to ensure that procedures are established for parents to provide their written consent prior to medication being administered. This is a breach of regulations and places children at risk.

Outdoor play is provided in the enclosed area adjacent to the setting. Alternatively, both groups have use of the school playground and hall for additional physical exercise. The pre-school children confidently use a range of equipment to promote their physical development. For example, they cut using scissors, paint with a variety of brushes and use glue sticks for collage work. They are becoming confident at putting on hats and coats and dealing with a variety of fastenings. A range of mobile equipment, such as cars and ride on toys are available and in addition, a climbing frame and resources to promote balancing skills. All children may use the school's apparatus for more challenging activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Space is used well for all children attending the setting and the environment is colourful and stimulating. The wall displays, which children of all ages have contributed to, are particularly vibrant and interesting. Specific areas are created, for example a main play room, art and craft room and a quiet room. This helps children to focus and find resources suitable for different activities. For example, in the main play room a cosy book corner is established and an area where children can take part in imaginative and role play activities.

Children are cared for in a secure building. During the pre-school session robust arrangements are established for the arrival and collection of pre school children. This helps to maintain their safety and prevents a child leaving unsupervised or unauthorised entry. Emergency evacuation procedures are very familiar to the children of the pre-school group as they are practised regularly and details are recorded. However, the out of school group practises their emergency procedures infrequently, which was a recommendation raised at a previous inspection. This places older children that attend this provision, at risk.

Both groups record the details of visitors and accurate records of children's attendance are in place. There are logs to record medication and any accidents that children sustain. However, the accident record logs used by the out of school club are inconsistently signed by parents to ensure they are informed. Children's safety within the building is usually given high priority, although on occasions the radiators to both ends of the play room get very hot. The bolt used to make safe the main entry door was also observed to be left insecure for a short period during one lunchtime, although at other times was promptly made secure.

The adults of both teams are very well established and know the children well. They exchange information regularly and have good relationships with parents. They attend training on child protection issues and both groups have written child protection procedures established. Written guidance and other supportive literature and contact details are in place. This means that staff can respond promptly with a good understanding if concerns are raised about a child's health, safety or welfare.

Helping children achieve well and enjoy what they do

The provision is good.

All children are provided with a good range of appropriate toys, equipment and resources. The majority are very easily accessed by all children, which aids their choice and decision making skills. The children of both groups know where their toys and play materials are located. This is because designated areas are provided and many drawers are clearly labelled to help children to find what they are looking for. The range includes resources for art and craft work, such as paints, pencils, pens and colouring materials. There are construction resources including wooden blocks for children to design and build. The home corner has domestic play items, pots and pans and a good selection of dressing up clothes. The book area has some home made books full of photographs that children enjoy looking through. The older children have a good selection of games to use appropriate for their age, which includes some which are interactive.

Nursery education

Children are making good progress in all six areas of learning. They are confident and independent and are not anxious when visitors to the setting are present. They build strong relationships with each other and with adults. They separate from their parents and carers well and any child who becomes upset quickly settles. Children demonstrate perseverance with tasks they find difficult but will seek help if required. They can recall events from memory or by looking at the good range of photographs within the setting. They are able to write spontaneously because a good variety of mark making resources are readily available. Most children can identify their own name and some can spell it out or know what their name begins with.

The quality of teaching and learning is good. This is because adults respect the value of play and children learn from a range of different experiences, some of which are first hand. For example, visitors to the setting are invited, such as the Dentist. Adults provide children with a rich variety of play resources, some of which are natural materials, such as water, sand, shells, pebbles and feathers. They plan a well balanced and purposeful early years curriculum in which children are able to learn, repeat, practise and refine many skills. Groups are organised according to ability to ensure that children can learn at their own pace, including the less and more able children. Through observation and assessment adults identify what children can do and those areas where extra help may be needed. Activities are planned in advance and include new experiences as well as those which need to be repeated. This allows more opportunity for learning to be consolidated. Children's progress is recorded and details are shared well with parents. Written recordings of progression and various examples of children's work are stored securely in individual files which can be taken home to share with family members.

The pre-school setting has implemented a library system which enables children to take home books to share with parents. Learning usually takes place through a themed approach which involves children using the outdoor as well as the indoor environment. For example, children are taken on a walk around the school grounds to look at mini beasts and the blossom growing on the trees. Inside they create observational drawings of a pot of daffodils and grew cress seeds as part of the Spring theme. They record days of the week and discuss weather conditions. They have a growing awareness of information technology as they confidently use various computer software and other resources, such as telephones. They understand about their immediate community and that of the wider world. A wonderful display that children have created shows their village and that of other countries, such as Italy and Africa. Children are aware of measurement as they have recorded their heights on a chart and identified the tallest and shortest boy and girl. They understand counting backwards and forwards and simple calculations, such as more and less than. Sand and water play and participating in cooking activities helps children to be familiar with size and capacity as well as tasting the chocolate cookies they have made.

Helping children make a positive contribution

The provision is good.

When it is time to tidy away the toys and resources, children are provided with a warning from adults that play is soon to be brought to a closure. This provides children with respect and

allows time for them to complete what they are doing. Children see pictures of other children from around the world and celebrate different festivals, such as Chinese New Year and Diwali. This helps to raise their awareness of different cultures and of respecting and valuing the beliefs of others. This positive approach means that children's spiritual, moral, social and cultural development is fostered.

Children behave well at the setting and adults intervene sensitively when disputes occur. The children of the out of school club have been involved in making up their own rules, such as no running inside and no throwing things across the room. This helps children to understand the boundaries of the club and the difference between right and wrong.

The partnership with parents and carers is good. They are kept well informed regarding children's care in a variety of ways. For example, through displayed notices, written recordings, photographs and access to policies and procedures. The pre-school group are currently introducing a high quality prospectus for new parents that includes information about the Foundation Stage. However, information regarding the intended learning outcomes for children through the range of planned activities is less effectively available for parents. Parents spoken to at the time of the inspection confirmed they found staff to be extremely approachable and very helpful. The setting's range of policies and procedures are made available to parents. They are invited to share in their child's care and learning through sponsored and fundraising events, making contributions to topics and themes and through the library book system.

Organisation

The organisation is inadequate.

The provision is made up of a pre-school group and an out of school club. Both groups are separately managed and each have a strong, supportive, established staff team. Information relating to both groups is displayed for parents to see. For example, staff photographs, certificates of training and the setting's registration and insurance details. Space is used well within the setting and the routines for both groups meet the needs of the children attending. However, the correct adult child ratios sometimes are not consistently applied when pre-school children go outside to play as a large group.

The leadership and management is good. There is a strong commitment from the pre-school staff team to attending regular training to update skills and knowledge. The manager of the pre-school group acts as a positive example. For example, she can identify when activities fail to interest children and is skilful to introduce something different to improve children's behaviour, concentration and revive interest in a different purposeful activity. This group embraces the challenge of working in different ways and of accepting change for the benefit of the children. For example, introducing the café style snack system and planning for children's learning in a variety of ways. They welcome the opportunity to network with other providers and liaise with other professionals.

There is a good range of written policies and procedures for both groups that support the operation and management of the provision's. However, those for the out of school club have not been reviewed for effectiveness for quite some time and organisation of documentation is poor. Both groups have in place written complaints procedures that are shared with parents.

However, the information is not inline with requirements and complaints record logs have not yet been established. This is a breach of regulation as it is a mandatory requirement for any complaints to be investigated, necessary action taken and parents informed of the outcome of the findings. A record must be kept of all complaints that relate to one or more of the National Standards. The failure to establish robust procedures to ensure requirements set out in regulations are in place, impact on the care of children, placing them at risk. For example, obtaining parents prior written consent for medication to be administered and the complaints procedure. Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection four recommendations were made. These related to the fire drills and provision of healthy snacks within the Kids Club, the presence of the freezer and the safety of the tiled wall to the exterior of the building. The practising of regular fire drills to ensure children remain familiar with the procedure remains a weakness at this inspection for the Kids Club. Their provision of snacks now includes a satisfactory variety of healthy options for children. The freezer remains in the main play room and discussions are currently taking place to position this elsewhere. Tiles to the exterior wall of the building are replaced or repaired when they become a potential hazard for children.

The previous inspection report for nursery education highlighted a key issue for consideration. This requested the setting to improve the opportunities for children to ascribe meanings to marks. The pre-school group have improved children's mark making skills by providing a varied range of writing materials, including pens, pencils, notebooks and writing paper in different areas of the room. For example, in the home corner where children write spontaneously. Children are also familiar where additional resources, such as stencils are located for them to access freely.

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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

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:

- obtain written permission from parents before administering medication to children
- keep a record of complaints relating to the National Standards and any action taken
- improve knowledge and understanding of the requirements set out in regulations.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- consider how parents can be better informed of the potential learning outcomes for children regarding activities contained within the early years programme.

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