

# Winthorpe After School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY342862
<b>Inspection date</b>	06 June 2007
<b>Inspector</b>	Judith Rayner
<b>Setting Address</b>	Winthorpe Primary School, Gainsborough Road, Winthorpe, NEWARK, Nottinghamshire, NG24 2NN
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<b>Registered person</b>	Winthorpe After School Club
<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?

Winthorpe After School Club registered in 2006. It operates from the primary school in the village of Winthorpe, close to Newark. The club has access to the hall, a classroom, toilet and kitchen facilities together with outdoor play areas. The club is registered to provide 22 places for children aged from three years to under eight years. Children attend the Winthorpe school and live locally, or the surrounding areas. The setting is also open to children from other local schools. The club's opening hours are between 15:20 to 18:00, Monday to Friday during term times. Five staff work with the children and of these, three hold a recognised child care qualification. One member of staff is working towards an appropriate child care qualification. There are 34 children on roll whom attend various sessions throughout the week. The club hold membership with '4Children' and receives support from the local authority.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

The good health of children is promoted satisfactorily. Positive steps are taken to prevent the spread of infection and appropriate measures are in place when they are ill. This is because the

staff comply with health and safety policies and procedures, and are good role models. Children understand the importance of washing their hands and the consequences to their health if they do not. For example, they know to wash their hands before they eat because it gets rid of the germs. If they do not wash their hands they will get a 'poorly tummy'. They have a good understanding of how to prevent germs spreading. They know to cover their mouths when coughing and sneezing, and flush the toilet after use, followed by washing their hands. There are sufficient systems in place for dealing with accidents and sick children. For example, parents are informed as soon as possible and records are undertaken. However, some of the detail recorded regarding accidents is not fully effective and therefore compromises children's health. For example, the time the accident happened is not always recorded and there are some records that have insufficient detail describing the injury.

Children are provided with regular drinks throughout the session. Snacks are generally not promoting healthy eating sufficiently. For example, children are offered a choice of biscuits and on occasions chopped up fruit. Therefore, children are not provided with nutritious and adequate quantities for their dietary needs. Children are developing their independence skills. They self-select drinks throughout the session and choose between water, orange and blackcurrant juice.

Children benefit really well from their time outside in the fresh air. They are happy, engage in play and are stimulated through the good varied range of activities. They play cooperatively in large and small groups with footballs and tennis games, or play happily alone on the scooters.

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

The provision is good.

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location and are welcoming to children and parents and carers. Children make good use of time both inside and outdoors. They particularly enjoy time outside utilising the open spaces and shaded areas of the school.

There is generally a good range of resources that promote children's development. Activities outside are presented well. They are placed around the areas outside so children have easy access and space to play. They are engaged in the play and do not get bored. Children are learning to take responsibility for looking after the toys. They tidy away toys before choosing another to play with.

Positive steps are taken to promote safety within the setting. A good security system in place ensures that children are unable to leave the premises unsupervised and that adults are only permitted in the building through monitoring by the staff. Risk assessments are undertaken to minimise dangerous situations and hazardous items to children. Children are effectively supervised according to their age, ability and the activity they are participating in. For example, children play in a large group and more staff are involved in the activity supporting the children. Staff have a good understanding and comply with the health and safety policies and procedures. Therefore, children are protected from hazards and cared for in a safe and secure environment.

Children are safeguarded. This is because staff understand and comply with procedures and are fully aware of their roles and responsibility to protect children. They have good knowledge of the types of child abuse and confidently recognise the possible signs and symptoms that may indicate that a child is of risk of harm. They are aware of the procedures they must follow

if they have any concerns about the welfare of a child. Children are suitably safeguarded in the care of staff.

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

The provision is satisfactory.

Children enjoy their time outside. They happily engage in activities, such as, bat and ball games, football and tennis. They play cooperatively, taking turns with the tennis rackets, kicking the balls and riding on the scooters. The confidence and self-esteem of children is good. This is because the staff value what the children say and do. For example, children talk to staff about the birds near where they live. Staff extend the conversation by asking what type of birds they are, to which the children answer. Relationships are developing well between staff and children. For example, staff actively involve themselves with the children during a ball game called 'Four Square'. Children are excited, laugh and clap when the staff are knocked out of the game. The independence skills of children is developing well. They choose and self select toys and games which are easily accessible.

Staff plan play for each term. Most of the play during better weather is presented outside. The children are engaged and enthusiastic in participating in the activities. However, there is very little play which enhances children's all round development throughout the whole year. For example, there is limited activities, such as creative, reading books and construction. This impacts on children's experiences and development of their all round skills and opportunities to try varying activities and new interests throughout the year.

Children's friendship is developing very well. This is extended and built on the already existing friendships that are formed from school. They respect, are kind and considerate to one another. Older children support younger children during their time at the setting. They are happy as they engage in conversations in small groups talking about television programmes and playing on their hand-held computer games.

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

The provision is good.

Children are learning about differing religious and cultural festivals. This is because the staff provide activities where children participate. For example, children try different Chinese food during the Chinese New Year festival. They also have access to a sufficient range of toys and resources that positively promote an anti discriminatory environment, such as, dressing-up clothes, dolls, books, and skin tone crayons and paper. Children are respected and valued by adults and peers. A good mentor system is in place where older children support younger children. For example, a mentor supports a younger child whilst reading a book.

There are sufficient systems in place to meet the needs of children with learning difficulties and/or disabilities. Good links with the school ensure a smooth seamless transition of care is provided for the child. Staff have a positive and sensitive approach when working with parents to identify the needs of children.

Children behave very well. They have a good understanding of the boundaries and expectations of the setting. This is because the staff are consistent in their approach to managing a range of children's behaviour, they are clear and consistent. Thus, ensuring children are able to feel safe knowing what is expected of them. Children are respectful, polite and well mannered to their peers and adults. For example, when taking a biscuit they use words such as, 'please' and

'thank you' and take time to listen to one another when playing with the computer games. Children have formed good relationships with both adults and peers.

The setting works in partnership with parents and carers well. This enables the staff to meet the needs of the children, both individually and as a group. Information is shared in a variety of ways. This is achieved through discussions at the end of the session and through written documentation.

### **Organisation**

The organisation is good.

Children are protected because, staff follow appropriate procedures to ensure that no children are left alone with un-vetted adults. Adults providing day care, looking after children or having unsupervised access to them are suitable to do so. This is because there are good systems in place for the recruitment of new staff and on going support for existing staff. Staff training needs are identified and all staff are encouraged to undertake training to increase their skills and knowledge in child care. Therefore, children benefit from new ideas and more effective care given by staff. Staffing levels are maintained well to ensure that child : adult ratios meet required standards and children's needs are met effectively.

Records, policies and procedures which are required for the efficient and safe management of the provision, and to promote the welfare, care and learning of children are maintained. Records about individual children are stored securely and shared with the child's parent. Therefore, confidentiality is maintained. Children's records are accurate and up to date. This ensures that the needs and welfare of the child is met effectively. The setting meets the needs of the range of children for whom it provides.

### **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 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):

- further improve food provided during snack time to promote healthy eating
- further improve the details recorded in accident records
- further develop the planning of play to provide activities and play opportunities to enhance children's all round development.

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)