

Dorking Challengers

Inspection report for early years provision

Unique Reference Number	EY301793
Inspection date	02 April 2007
Inspector	June Fielden
Setting Address	St Martins CofE Primary School, Ranmore Road, Dorking, Surrey, RH4 1HW
Telephone number	01306 883474
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Registered person	Disability Challengers
Type of inspection	Childcare
Type of 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

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?

Dorking Challengers is one of a number of playschemes run by Disability Challengers. It opened in 2005 and operates from within St Martins School, Dorking. A maximum of 60 children may attend the scheme at any one time. It is open each weekday during school holidays from 09:30 to 16:00, although an extended day is available, from 08:45 to 17:15. All children share access to the school playground and playing field.

There are currently 10 children from four to eight years on role, and the organisation also accepts children up to 12 years. It is an inclusive scheme that has places for 20 children with learning difficulties and disabilities per day, including those with complex impairment. Children come from the local catchment area.

The playscheme employs 28 members of staff. Of these the manager, deputy manager and a few other members of staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a friendly, welcoming atmosphere. Parents are requested to provide details of any existing medical conditions which their child has. Staff ensure that prior written permission is obtained for all medication administered, and parents sign the record at the end of the day, in order to promote children's welfare. Suitable hygiene routines are in place, as children wash their hands after using the toilet, and before they eat, to avoid the risk of spreading infection.

Children help themselves to water from the drinking fountains, and know that they can ask for a drink at any time, to ensure they are not thirsty. They are offered fresh fruit at snack time. Any that is left over is made into healthy drinks for children later in the day. Staff are aware of any food allergies children have, and patiently assist those with disabilities to feed themselves at lunch time. Parents provide children's lunch, and staff monitor what they eat, to make sure they have a balanced diet. However, refrigeration facilities are not available for the storage of children's lunch boxes, and ice packs are not always included to keep food cool. Consequently, this impacts on children's health.

Children keep fit by running around on the school playground and field, using the adequate selection of equipment that is available to them. Younger children strengthen their muscles riding around on the wheeled vehicles and using a small climbing frame. Children use the cushions in the quiet room if they are tired and want to rest. This is also a sensory room, so the blinds on the windows are drawn to make it dark, allowing children to sleep if they wish to.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Space is suitably organised by staff, providing different areas for children to play in, depending on their interests. The activities in the classrooms allow children to be involved in creative tasks, play with games and toys, or to simply relax. Large equipment such as the bouncy castle is positioned in the school hall, where children can engage in noisy play. They move around independently within the setting, selecting the toys they wish to use. There are sufficient interesting and challenging resources to cater for the needs of all children.

There is a secure system for the arrival and departure of children, and they are unable to leave the school premises unsupervised. A risk assessment is completed before the playscheme opens, and daily safety checks are carried out by staff. However, children sometimes engage in activities such as climbing a tree, or pulling others off the bouncy castle, which are not sufficiently monitored by staff. Consequently, this impacts on children's welfare. Although the group's fire procedures are displayed in each area used by the setting, these are not brought to children's attention at the start of each playscheme. Also, evacuation procedures are not practised sufficiently with children. As a result, this affects their safety in the event of a fire.

Children are protected from harm, because all staff have training in child protection. There is a policy in place, and staff will report any worries they have to the manager. He will make enquiries and record what has happened. When necessary the manager will report his concerns to the appropriate authority.

Helping children achieve well and enjoy what they do

The provision is good.

Children are spoken to in a friendly and enthusiastic manner by staff. They join in children's play on the bouncy castle, causing them to laugh and giggle with pleasure. Children use their imagination when playing with the large construction equipment, or setting up the track for the train set in different ways. They have access to a wide selection of colourful board games that contain moving parts which pop up, to capture children's interest. Children develop their imagination using a variety of dressing-up clothes for role play. In the sensory room, children are amused by the interactive equipment, which controls different coloured lights that flash on and off.

Children learn right from wrong, as staff remind them of things they should not do, such as kicking a ball around in the quiet room. Children with learning difficulties and disabilities are appointed a member of staff to shadow them. They engage their interest in the various activities, and ensure they can take part in everything that is on offer. These children take particular pleasure in having their work praised by staff, as this raises their self-esteem. Staff produce a weekly timetable for the group. This details the effectively planned activities that are arranged for each day that the session is running.

Helping children make a positive contribution

The provision is good.

Children are all treated equally by staff. They keep extensive details of children's specific needs, including their likes, dislikes, and ability to mix with others. Staff effectively promote children's understanding of diversity through the resources they make available to them, and by celebrating festivals from other cultures. Children with learning difficulties and disabilities are fully integrated into the provision, socialising well with others. The high level of support they receive enables them to participate fully in more boisterous activities, such as joining other children on the bouncy castle. Some resources provided are aimed more at the requirements of these children, as there is soft play equipment and sensory toys for them to use.

Staff greet parents warmly when they register their child at the start of the day. They are made aware that they can contact staff on the telephone at any time during the session, and talk to them at the end of the day. Parents of children receiving individual support are provided with greater detail of their child's day, including information related to their particular needs. A copy of the weekly timetable is placed on the parents' notice board, allowing them to see the variety of activities available to the children each day. They receive a welcome pack which gives details of how the playscheme is organised, and a full copy of all their policies displayed on the notice board.

Children are polite, and thank staff for fulfilling their requests. Staff are consistent in their approach to children, and any challenging behaviour is discussed with parents. They use parents' methods of behaviour management when necessary, if children's behaviour is inappropriate. This ensures continuity of care, which is of particular importance to children with learning difficulties and disabilities. Good behaviour is promoted through praise.

Organisation

The organisation is satisfactory.

Children are protected from harm when visitors are present, as they are required to show their identification to staff. They also sign the visitors' book and wear a badge while on the premises. An appropriate recruitment process is in place, and all staff are provided with some in-house training in health and safety, child protection and behaviour management. Staff ensure children are cared for in a safe environment, where their health and general wellbeing is promoted. The manager maintains appropriate staff ratios, and suitable contingency arrangements are in place to provide emergency cover. However, the playscheme do not employ the required number of qualified staff. Although this has some impact on children's welfare, overall outcomes for children are satisfactory.

The provision has all the necessary policies in place. These include a complaints procedure, which is available to parents, and informs them of how they can contact Ofsted should the need arise. Children's records are stored securely to maintain confidentiality, and are available to a child's parents on request. The setting meets the needs of the range of children for whom they provide.

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 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):

- ensure parents are aware of the food that can safely be included in children's lunch boxes, taking into account the storage facilities available
- ensure that suitable systems are in place so that children are fully supervised when taking part in challenging play activities
- raise children's awareness of the fire evacuation procedures, and ensure that these are practised regularly

- ensure that staff hold appropriate qualifications.

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