

# Downs View and Kennington After School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY330786
<b>Inspection date</b>	26 June 2007
<b>Inspector</b>	Cilla Rachel Mullane
<b>Setting Address</b>	Downs View County Infant School, Ball Lane, Kennington, ASHFORD, Kent, TN25 4PJ
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<b>Registered person</b>	Downs View And Kennington After School Club Ltd
<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?

Downs View and Kennington After School Club has been registered since 2006. It is run by a committee. It operates from a mobile classroom in the playground of Downs View Infant School in the Kennington area of Ashford. There is access to the school's outdoor play areas. A maximum of 22 children may attend the group at any one time, and there are currently 29 children on roll.

The club is open Monday to Friday from 15:00 to 17:45 during term times. Children attend for a variety of sessions. The group also collects children from Kennington School. It serves the local community and surrounding area.

The group supports children with learning difficulties or disabilities and those who speak English as an additional language.

The group employs four staff, all of whom are qualified to at least NVQ level 11. Two of the staff are working towards a level 111 qualification. The group receives support from Kent Play Clubs, the Local Authority and the staff from the school.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's good health is well-promoted. Health records are well-maintained and used effectively to care for the children. For example, if a child has a bump on the head at school, this is recorded so that parents are informed. The manager carries out regular checks on the accident and incident records for patterns, and tops up the contents of the first aid box. When children have accidents, they are cared for sympathetically and efficiently; staff reassure the child, wear disposable gloves while administering appropriate treatment, and enter relevant details in the accident record to inform parents.

Tea-time is a happy social time for the children, when a wide variety of enjoyable snacks are on offer. However, some spreads have high sugar and salt content. Staff are aware of this, and are seeking training in order to provide more healthy food, and to educate children and their carers about the benefits of healthy eating. During food preparation and snack times, children are learning about healthy choices when staff chat to them, for example, about wholemeal bread versus white bread. Throughout the sessions, children are reminded to help themselves to water, so they are learning about the importance of keeping their bodies hydrated.

As the after school club is situated in the school grounds, children have ready access to challenging equipment such as an obstacle course. They choose to play outside, climbing, running, joining in organized games, or playing skittles or hoop-la. They therefore get plenty of fresh air, and burn off energy after the school day.

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

The provision is good.

The environment meets the needs of the children. Indoors, there is room for table top and floor games and crafts, and an area to relax and watch a DVD or use the Play Station. Full use is made of the school grounds. The environment is welcoming; children's work is displayed, and toys and equipment are readily accessible and well-organized in boxes and trays, so children can initiate their own chosen activities or crafts. Although the children's toilets are in the main school, staff supervise regular visits, and a new toilet block is to be added in the near future, which will enhance the children's care. New children are welcomed, and helped to learn the routine.

Children are kept safe during their time at the after school club, because staff are vigilant and employ safe procedures. When children play outside they are supervised. Risk assessments are carried out regularly, and checklists are used daily, for example, to ensure that equipment and fencing are safe. Staff take great care to ensure that children are collected by known adults: anyone different collecting a child shows identification such as a passport, so children are kept safe at this time. Children are aware of fire procedures, and can therefore cooperate with fire drills to keep themselves safe.

Staff keep up to date with child protection policy and procedure, so are able to protect children if they have concerns. They are aware that local procedures regarding safeguarding children have recently changed, and training is planned for the near future.

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

The provision is good.

Staff recognise and understand the needs of children to relax and have fun after school. They therefore set out a few activities ready for the children's arrival, but are then led by what the children want. Children arrive at the club keen to play, and quickly choose from a good variety of interesting toys and equipment and activities. The appropriate emphasis on children's choice means that they enjoy their time at the club. Some want to use up energy, and are allowed to take equipment outside, and others need to relax and be quiet, lying on the cushions cuddling a soft toy, or watching a DVD. Infants are cared for by older 'buddies', to help them feel safe and secure.

Staff plan craft activities, providing the necessary resources. However, the children are allowed and encouraged to develop these, for example, an activity which started off drawing cats at a child's request, led to dressing people on a catwalk, making pictures of faces, dressing cut-out figures in clothes from other countries, and then making flags from other countries. Children are currently making exotic bugs from feathers, sequins and beads. Other recent crafts have included sewing felt fishes, making framed pictures, and making Mexican bean bangles. The displays of their work show that the children are taking pride in producing their creations. Children confidently ask staff for activities, often favourites which they have enjoyed; fruit kebabs are planned for next week, following a discussion at snack time.

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

The provision is good.

Staff know the children well, and can therefore care for them as individuals. They help children to learn about diversity in society and the importance of respecting different types of people. For example, a recent discussion about plans to build ramps up to the building led to detailed chats about how they would make someone with disabilities welcome, and an awareness of their feelings. Staff sought relevant information and posters to support the activities, increasing children's understanding. Children have shown an interest in people from other countries when designing clothes and flags.

Behaviour management strategies are effective. Children are helped to take turns and be fair when timing the use of the play station. They make their own rules for the after school club, and are therefore keen to enforce them. They know why it is important not to swing from the outside equipment, and feel that 'slurping and burping' at tea time is unacceptable. Children respond well to being given responsibilities, such as caring for the smaller children, and acting as 'table monitors'.

Parents feel that their children relish their time at the club. They are aware of the policies and procedures. They feel that the staff are approachable, and have a contact number which they are confident to use. The complaints procedure reflects current guidance, and a record of complaints is appropriately prepared and ready for use.

## **Organisation**

The organisation is good.

The after school club meets the needs of the children for whom it provides care.

Children are cared for by practitioners who are knowledgeable about the needs of young children. Some are undertaking further qualifications, and all regularly access short training courses. They have recently attended relevant workshops including Inclusion and equalities, drugs awareness, the National Standards and Bereavement. Children therefore benefit from their up to date knowledge of issues.

The after school sessions are well organized to meet the needs of the children after a structured day in school. They can burn off energy outside, choose their own activities, or simply relax on the cushions. Staff deployment is effective: they respond to children's requests for toys and equipment, and support their play where needed.

All documentation required for the efficient running of the after school club is well-maintained. The record of attendance is continuously adjusted as children arrive and are collected, so that there is a clear record of who is on the premises at any one time. Clear policies and procedures underpin the running of the setting, and guide staff.

The manager has a clear view of the strengths and weaknesses of the provision, and is therefore able to make improvements and changes to enhance the care of the children. For example, training is planned to increase staffs' knowledge of healthy eating, and she is aware that child protection procedures are constantly evolving, and further training is required. The care offered to the children is monitored, for example, activity evaluation sheets show which activities were successful.

#### **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):

- continue to develop staffs' knowledge and understanding of nutrition and healthy eating.

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)