

Stock Brook Country Club

Inspection report for early years provision

Unique Reference Number EY242201

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Inspector Anne Daly

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Registered person Stock Brook Country Club

Type of inspection Childcare

Type of care Out of School care, Crèche

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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Stock Brook Country Club crèche opened in 2001 and the out of school scheme in 2003. The crèche operates from two designated rooms, although the out of school room is also used when not being utilised. The out of school scheme operates from this designated room, although a dance studio and swimming pool are also used within the Stock Brook Country Club in Billericay. A maximum of 31 children may attend the crèche at any one time, with a maximum of 16 children attending the out of school club. The crèche opens seven days a week throughout the year. Sessions are from 09:15 until 14:00 on Mondays to Fridays and from 10:00 until 13:00 on Saturdays and Sundays. The out of school scheme opens on four days a week during school term time. Sessions are from 16:00 until 18:00 on Tuesdays and Thursdays and from 10:00 until 14:00 on Saturdays and Sundays. The out of school scheme opens on five days a week during school holidays. Sessions are from 09:00 until 16:00 on Tuesdays, Wednesdays, Thursdays and Fridays and from 13:00 until 16:00 on Mondays.

There are currently 353 children aged under five years and 60 children from five to under eight years on roll. Children attend for a variety of sessions. The settings serve the parents and carers using the Stock Brook Country Club. The settings currently support a number of children with learning difficulties and/or disabilities and also support children who speak English as an additional language.

The settings employ 14 members of staff. Of these, five hold appropriate early years qualifications. The settings receive support from the Early Years Development and Childcare Partnership (EYDCP) and 4Children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children are not fully protected as staff have not requested parental written agreements for them to seek emergency medical advice or treatment prior to their parent or carer arriving. However, staff are able to act in their best interests if they are ill or have an accident as they hold first aid qualifications. Children's needs are considered by appropriate accident records being shared with parents and carers to ensure that they are fully informed. There are procedures regarding the administration of medication to children, with staff obtaining written consent from parents and carers to administer prescribed medications. However, staff do not record when they have administered such medications to children, which is a breach of regulations and may result in placing them at risk of overdosing.

Children are given many opportunities to gain confidence in their abilities to enable them to feel good about themselves and to feel positive about being healthy and active. School aged children have varied opportunities to exercise in the fresh air when practising and refining their skills, for example when bouncing balls and playing many traditional games involving running around. Younger children have plenty of time to explore, experiment and refine their movements and actions when using large and small equipment, for example negotiating the small climbing frame, playing in the ball pool and exploring malleable materials with different tools.

Children are beginning to understand simple health and hygiene procedures through staff ensuring that younger ones learn how to wash their hands before eating food and after using the toilet. School aged children know that they should wash their hands before eating food, although staff do not provide such opportunities, resulting in children's health being compromised.

Children enjoy eating nutritious and balanced snacks and packed lunches supplied by their parents. Children's dietary needs are met through staff requesting information from parents and carers about their children's dietary requirements and allergies. Some children with peanut allergies, but staff checking other children's food to ensure that they do not sit with children eating food containing nut traces. Children do not become dehydrated as staff continually remind children to drink throughout the day.

Staff have a sound understanding of the needs of children aged under three years, providing appropriate activities and resources to support their physical and emotional development. The children are able to access things for themselves and are encouraged to independently feed themselves. Younger children are able to rest and sleep according to their individual needs to promote their well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

There are inadequate procedures to ensure school aged children's safety when visiting the toilets due to the main entrance door being unlocked and staff not checking whether toilets

are being used by club members. This lack of security presents a risk to children by possibly placing them in a vulnerable position. However, crèche staff are vigilant about children's safety, ensuring that they are escorted at all times to the foyer toilet in view of the unlocked front entrance door.

Older children are not protected from possible dangers as out of school staff do not undertake daily risk assessments, resulting in tripping hazards from holes in the tarmac around the bowls area. Children are not safeguarded from very hot water as staff have taken insufficient steps to highlight to older children that they need to take care to protect themselves from very hot water. However, crèche staff ensure that the premises and equipment are safe by undertaking daily written risk assessments to identify any dangers and by taking action to protect children from such dangers.

Younger children have sufficient toys, furniture and equipment to ensure that they are comfortable when playing together. They are able to self-select activities from a range of rotated equipment. Staff ensure that all equipment meets safety standards and younger children's developmental needs. However, the basketball nets are not age appropriate for the younger school age range to build their self-esteem as they are unable to aim and throw a ball high enough to shoot at goal. School aged children have a limited range of equipment to stimulate their play opportunities and their imagination to fully promote their developmental needs. Their welfare needs are not effectively being met as there is no quiet area for those wishing to relax or rest.

Children are beginning to know and comply with safety routines, such as not running on the premises. They are beginning to understand the reasons for safety rules, such as why they have to tidy away toys. There are adequate procedures for the emergency evacuation of the building, but these procedures are not regularly practised by staff with children to fully safeguard the welfare of all children attending the settings.

The registered provider has not undertaken relevant checks on some staff members to fully protect children, although these staff do not have unsupervised access. Staff have a sound understanding of their child protection roles to safeguard children, although the statement does not make reference to current Government publications and procedures do not include contact details for the local police or social services to enable staff to fully protect children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are familiar with the crèche's routines and surroundings as evidenced by their happiness and eagerness to participate in all activities. Some children who use the setting less frequently are helped to settle by staff being very sensitive to their individual needs. Younger children demonstrate good levels of confidence while learning through play and are beginning to relate to each other. They are purposefully engaged throughout sessions, working and playing enthusiastically, either alone or with others. They respond to simple instructions and staff provide many practical experiences to encourage them to respond to challenges, such as when encouraging them to count. They show interest in what they do, for example when making happy or sad paper faces. Staff encourage children to express their feelings, for example describing a sad face when the slide was broken and a happy face when it was repaired. Staff consistently praise children's achievements to raise their self-esteem and to develop their confidence.

Crèche staff promote language by giving children the opportunity and time to use their language skills, talking to them and listening to responses to develop confidence. Children use their growing language skills to socialise, to become part of the group and to begin to negotiate with other group members. All young children enjoy sharing stories, songs and rhymes.

School aged children have opportunities to take part in daily, themed, pre-planned activities. However, these activities are not always age appropriate for all children attending the settings, with some children not fully understanding the rules of games, resulting in the needs of not all individuals being met. Children respond well to challenges, for example describing how they searched for small Easter eggs and how the final clue was easy enough to enable them to find their large named eggs. Children show interest in what they do, with two working together to carefully position dominos ready for all of them to be knocked over. They mix well and build positive, friendly relationships with each other and staff. This friendly interaction is encouraged by staff spending time playing and joining in with children's activities.

Helping children make a positive contribution

The provision is inadequate.

All parents and carers receive basic information about the settings, although many policies and procedures are not made freely available to them. The written complaints procedure does not include the address and telephone number of the regulator. The registered person is in breach of regulations by not keeping a record of complaints.

Younger children are being cared for according to the individual wishes of parents and carers, who are welcomed into the friendly environment. All children are developing sound relationships with adults and other children at the settings, where staff work with parents and carers to meet individual children's needs. Children with learning difficulties and disabilities are able to play alongside their peers to promote their welfare and development. Staff consult with parents and carers to ensure that they are aware of the need for any special services for the children.

All children are made to feel valued and treated with respect to help them to feel confident and good about themselves. Children are beginning to develop an understanding of people's similarities and differences through being able to see a satisfactory range of positive images, although play provision and books do reflect positive images of people with disabilities. They take part in celebrating other cultural events, for example making a dragon for the Chinese New Year. School aged children are developing self-esteem and confidence when voicing their opinions and when making choices and decisions.

Children generally behave and play well together. Their level of maturity and understanding is taken into account when staff implement the behaviour management policy. Crèche staff explain to children why their behaviour is unacceptable and help them to find solutions to conflicts. Staff, parents and carers work closely together with school aged children to ensure a consistent approach to undesirable behaviour to promote their welfare and development.

Organisation

The organisation is inadequate.

The registered provider has notified Ofsted of changes since the last inspection, but is in breach of regulations as not all staff records are available for inspection.

Records relating to individual children are maintained, but their welfare is compromised in the event of an accident or the administration of medication as staff are not ensuring the maintenance of all required documentation. Some of the implemented policies and procedures promote children's welfare and care, but many require review to ensure that children are fully safeguarded.

Children's safety and well-being are being compromised as the registered provider has not implemented vetting procedures for some staff. However, children benefit from being cared for by some qualified and very experienced staff. Crèche staff work extremely well as a team, but the out of school staff are sometimes unsure of the boundaries due to the lack of detailed planning of organised activities.

Children staying in the crèche for short periods have their needs well met by there being sufficient staff to cover all tasks, such as gathering information from parents and carers about any particular needs or preferences. However, some children aged under 18 months are spending sessions with older children, which impacts on the learning of older children attending the crèche. Toddlers aged under 18 months are most vulnerable and clearly need extra care and support to effectively meet their developmental needs.

On occasions, there are insufficient staff caring for the school aged children. The after school club sometimes operates with only one staff member, resulting in children's welfare being compromised in emergency situations.

Overall, children's needs are not met.

Improvements since the last inspection

At the last care inspection, the registered provider was asked to devise lost and uncollected child procedures and a child protection statement; to review and update policies and procedures in line with the National Standards; to ensure that staff working with children vetted and that evidence of checking process kept and to keep attendance registers showing true picture of which staff working with which group of children at any one time.

Since the last inspection, policies and procedures have been reviewed, including the attendance registers for staff. However, the child protection statement requires additional information to fully safeguard children. Policies and procedures for lost or uncollected children now enable staff to take the necessary steps to promote children's welfare. Staff vetting procedures still require to be made fully effective to safeguard children. A full review of policies and procedures is still required to ensure in line with both Ofsted's Guidance Notes and the National Standards to ensure the safe management of the setting for the benefit of the children.

Complaints since the last inspection

Since the last inspection, there has been a complaint made to Ofsted which required the registered provider to take action to meet the National Standards. The complaint related to National Standards 1: Suitable person, 2: Organisation, 6: Safety, 9: Equal opportunities and 12: Working in partnership with parents and carers. Ofsted conducted an unannounced visit to the premises on 2 March 2006 to investigate these concerns. Ofsted found no evidence to indicate breaches of National Standards 1, 2, 6 and 9, but found evidence to indicate a breach of National Standard 12. The provider was therefore given one action under National Standard 12 to ensure that an admissions policy was developed and shared with all parents. A response to this action was received on 28 March 2006 confirming appropriate procedures in place.

Ofsted was satisfied that by taking these steps the provider remained qualified for registration at the time the investigation was closed.

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 provider has not recorded all complaints made to Ofsted by parents.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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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:

- ensure proper precautions are taken to promote safety and to prevent accidents (this refers to tripping hazards, the hot water and the security of the premises)
- request written permission from parents for seeking emergency medical advice or treatment
- keep a written record of medicines administered to children and parents to sign the record book to acknowledge the entry
- make available to parents and carers a written statement that provides details of the procedures to be followed if they have a complaint
- ensure a record of complaints is maintained and appropriate information is shared with parents and carers on request
- ensure that there are effective procedures in place for checking that staff are suitable to work with children
- ensure that all records relating to day care activities are readily accessible and available for inspection at all times.

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

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