

# Alumwell Day Care

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY345629
<b>Inspection date</b>	18 April 2007
<b>Inspector</b>	Permjit Tanda
<b>Setting Address</b>	Alumwell Infant School, Primley Avenue, WALSALL, WS2 9UP
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<b>Registered person</b>	Committee of Alumwell Day care
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Alumwell Day Care opened in January 2007. It operates from a portacabin within the grounds of Alumwell Infant School, Walsall. Children have access to the school hall and outdoor play area. The provision is managed by a committee made up of representatives from the four local schools which the provision serves. There are local shops, a park and schools within walking distance.

Currently there are 15 children on roll. There are effective systems in place to support children with special needs and those who speak English as an additional language. The group is open each weekday, during the school term. Sessions last from 08.00 to 09.00 and 15.15 until 17.30.

Two permanent staff members who are appropriately qualified work directly with the children. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children stay healthy because staff follow current and appropriate health and hygiene guidelines and procedures. Both permanent staff hold a current first aid certificate and therefore are able to administer first aid if required. A first aid box is easily accessible together with the required documentation for recording accidents and medication. However, children's dietary requirements and preferences are not consistently requested and recorded; this compromises the children's welfare. Staff adopt positive practice to prevent the spread of infection, for example, cleaning tables before and after snacks and maintaining cleanliness in the toilets. Children learn to stay healthy through understanding the importance of hand washing prior to their snack and after using the toilet.

Children are adequately nourished and hydrated. Breakfast includes a range of cereals and an option of juice, water and milk. During the afternoon the selection varies from toast with their favourite toppings to fruit or a biscuit. Drinks are made readily available.

Children make effective use of the outdoor play area because it is inviting and available through organised outdoor play sessions. The area is organised well with a designated area for children to sit and socialise. It offers a range of opportunities for children to develop their physical skills. Children use challenging climbing equipment with increased confidence. They increase their balance and control and co-ordination through using fixtures such as the scramble net, balancing beams and climbing wall. Children competently use smaller play equipment such as bean bags, hoops, bats and balls. Children increase their fitness and develop a positive attitude towards physical exercise because staff engage the children well, whilst using the hall indoors, through team games and dance.

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

The provision is satisfactory.

The environment is well organised to meet the needs of children and therefore children move freely and independently. Staff have taken many appropriate measures to reduce risk, for example, the main door is kept locked at all times and all electric sockets made safe. A thorough, initial, written risk assessment of the environment which includes the identified risk and how to reduce it, is available. However, in some areas it is not consistent with current practice, for example, the safety catch to the low cupboard containing cleaning materials has come loose and therefore easily accessible to children. This compromises children's safety. Satisfactory fire precautions are taken and there is a clearly defined procedure for emergency evacuation understood by staff.

Children use a variety of toys and equipment which are appropriate and safe. Staff supervise children well and also achieve a good balance of allowing children to explore at their own leisure. Children learn the importance of staying safe and understand that certain rules are in place for their own safety.

Children are safeguarded by staff who have a sound understanding of child protection policies and give appropriate priority to children's welfare.

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

The provision is good.

Children enjoy their time at the club. They achieve well because staff are skilled and use their understanding of how to promote play and learning creatively. Children are happy and eager to participate. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self.

Children benefit from a good range of activities such as art and design, creative and imaginative play, indoor and outdoor physical activities. They are independent and self-select activities. They show good levels of involvement in their play for example, a group of children eagerly explore the texture of shaving foam and create pictures in it using their fingers. Staff consult well with children and they confidently suggest what they would like to do, for example, children draw pictures of what they have been doing over the Easter holidays. Staff engage children well by asking them questions and making them think about what they are doing; this sustains the children's interest. Children experience using different creative techniques such as paint and use a good range of art and craft materials to make items such as bracelets and necklaces. Children have recently been involved in creating their own costumes from newspaper and taken part in their own catwalk. They have many opportunities to join in a wide range of exploratory and sensory experiences. They enjoy exploring the properties of sand, paint, dough, pasta and jelly. Children learn to work in groups through baking together, for example, children have made fairy cakes, learnt to weigh the ingredients and observe change and question why things happen.

Staff plan well for the older children. They enjoy playing with game consoles, board games and taking part in more challenging creative opportunities, for example, children have been weaving paper to create their patterns and have painted self portraits. Staff spend most of their time playing with the children and this adds to their enjoyment at the club.

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

The provision is satisfactory.

Children have appropriate opportunities to learn about themselves, each other and the world around them through planned activities such as celebrating various festivals. They access a moderate range of resources depicting positive images of race, culture, gender and disability. Staff are able to meet the needs of children with special needs through adapting the environment and activities.

The routine is flexible and children increase their confidence by deciding what they would like to do daily. This is achieved through staff consulting with the children daily. Children develop decision making skills and diplomacy as they play in groups. Children enjoy mutually respectful relationships with the staff and each other. Children adjust well from the structure of the school day to the more relaxed approach of the club. Children are well-behaved and have a clear understanding of what is expected of them. They benefit from set consistent boundaries which helps them learn to negotiate with others and take responsibility for their own behaviour. They respond well to reminders to care for their environment and each other.

Parents are kept sufficiently informed about the club through a parent handbook, and a basic notice board and regular newsletters. Staff work well in promoting events at the club, for example, parents have been involved in attending a movie afternoon and enjoy participating

in competitions. Parents are made welcome and staff chat freely to them about their child. This contributes to the children's well-being in the club.

## **Organisation**

The organisation is satisfactory.

Children feel at ease in the environment. They increase their confidence through self-selecting activities in a well organised space. Adults spend much of their time working with the children; they take an interest in what the children do and say and build on their interest well.

An acceptable recruitment and selection procedure means that children are cared for by suitably qualified staff. Appropriate induction training and vetting procedures are carried out on permanent and casual staff; however, there are no formal systems in place to maintain a record of recruitment, vetting, training and qualification for casual staff. Consequently, children's safety is compromised. Most of the legally required documentation, which contributes to children's health, safety and well-being is in place and regularly reviewed.

The developing supervision system means staff are acceptably supervised. The manager is involved in the care of children and therefore is able to address areas of improvement through staff monitoring. There is a commitment from the staff team to continuous improvement and development. The satisfactory quality of the provision means that overall the provision 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 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):

- obtain information about the children's special dietary requirements and preferences
- take reasonable steps to ensure hazards to children on the premises are minimised

- further develop the individual records kept on staff to include vetting, recruitment, training and qualification details.

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)