

Chantreyland Out-of-school Norton Free

Inspection report for early years provision

Unique Reference Number	EY336356
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Inspector	Geneen Yvonne Hulse-Brown
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Registered person	Chantreyland Childrens Nursery
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?

Chantreyland Out-of-school Norton Free was registered in 2006. It operates from the dining room and sports hall within Norton Free Primary School, in the Norton area of Sheffield. All children share access to a secure enclosed outdoor play area. The club collects children from Norton Free Primary School.

The club provides after school care to a maximum of 24 children aged four to eight years at any one time. It is open Monday to Friday, 15.20 to 18.00 during school term time only. There are currently 31 children on roll. The club supports children with learning difficulties.

There are two staff employed to work with the children; both have relevant early years qualifications. The provision receives support from the out of school network. The club is privately owned and managed by Chantreyland Nursery.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have fun undertaking a balanced range of activities that contributes to keeping them healthy. They enjoy indoor and outdoor activities on a daily basis to develop their physical skills. Children enjoy climbing, playing chasing games and using large indoor and outdoor apparatus with increasing confidence.

Planned activities and topics introduce children to keeping healthy and looking after themselves. Children show a secure awareness of their personal needs, requesting drinks when they are thirsty from running outside. They are encouraged and supported to develop good personal hygiene practices, such as hand washing before snack. Children talk about remembering to brush their teeth to keep them healthy and say that washing hands removes germs. Children are cared for in a warm and clean environment.

Children are developing an understanding of a healthy diet, as staff talk to them about healthy eating. They use themes to help children explore what foods are good for them. The children sit together to enjoy a social snack time, chatting about their day and home experiences. Children make choices from readily prepared snacks and help to clear away and wash up. However, they have limited opportunities to be involved in the planning and preparation of snacks. Staff demonstrate a secure understanding of children's individual dietary and cultural needs, planning snacks accordingly. Secure systems are in place for recording accidents and all staff caring for the children hold valid first aid certificates.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and secure environment where risks are minimised. They negotiate their way around the setting with increasing confidence as they move between areas both indoors and in the playground. Staff reinforce keeping safe as part of topics and discussions. Children are reminded not to run indoors and to take care with scissors. The premises offer limited space to display the children's work and further promote their self-esteem. Access to the setting is secure as entry is monitored through school reception during opening hours and then by intercom. Staff are effective in checking visitors to the premises.

Children make choices from planned and prepared activities and can request games they cannot see. The premises and lack of storage space limit staff's ability to set out areas to offer children a wide range of opportunities. This restricts the range of activities offered and limits children's ability to make choices. A large outdoor playground and the school hall provide children with space to run, let off steam and enjoy physical activities.

Effective procedures are in place to support good practice and help children to keep themselves safe both indoors and out. Staff demonstrate a secure understanding of child protection procedures to keep children safe. Policies and procedures have not been fully updated to reflect the Local Safeguarding Children Board recommendations.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are well settled and arrive at the club happy and eager to become involved in the planned range of activities provided. They are confident and interested in their surroundings and interact with staff and each other well. Children build good relationships with each other and strong friendships, playing in groups and helping each other. For example, when making paper aeroplanes, the older children help the younger ones to fold their paper and offer suggestions of how to make it fly.

Children choose from a range of balanced activities and access others by choice. Staff explain what they are going to do and offer children choices of indoor and outdoor play. Children are relaxed and happy in a comfortable environment, where they are supported by staff to try new ideas and extend their skills. Staff listen and respond to the children offering suggestions, discussing issues related to school and sharing experiences. Children's choices to explore their natural creativity and relax are limited by the routine of the session and lack of comfortable space in the playroom.

Children have fun outside racing the paper planes they have made to see whose flies the farthest. They use their imagination as they act out games and laugh together. Children are confident with visitors, asking what they are doing and why. They happily talk about home and show off items they have brought to school, for example, when talking about visiting an outdoor museum at gran's house and bringing back a horseshoe.

Helping children make a positive contribution

The provision is satisfactory.

Children are warmly greeted and welcomed into the setting after school. They build good and respectful relationships with staff and each other, as they are comfortable and familiar with staff and routines. They are developing their self-esteem, confidently voice their opinions, ask questions and make choices. Children's behaviour is good as they share activities, help each other and wait for their turn when playing games.

They understand the club's expectations, as they are involved in making and discussing club rules. Children are valued, respected and, in turn, consistently show respect for each other. Staff offer help and support as needed, for example, when playing games and explaining choices. They carefully negotiate with the children as to what is the favoured activity, by offering a choice of outdoor play or dancing. Children enjoy using positive resources to learn about the wider world and extend their understanding of others. They enjoy outings to extend their understanding of their local environment. Children happily recall visits to the park and to see the animals.

Relationships with parents are good. They are welcomed in to the club; however, parents are not routinely informed of club practices and procedures. Staff respect the children's individuality and find out from parents about their needs. Children are at ease at the club, make themselves at home and confidently make decisions about what they want to do within the structure of the sessions. Parents are happy with the club, finding the staff approachable and supportive. They particularly like how the club supports children to attend school after hours activities, such as guitar lessons.

Organisation

The organisation is satisfactory.

Children enjoy their time at the after school club, they are happy and settled in a fun environment. They interact well together as they initiate games and progress their ideas. Staff spend time playing with children to support them and extend games. Children are secure and join in all activities offered. However, the structure of sessions and resources offered does not routinely offer the children a broad range of play experiences. For example, opportunities to explore their creativity, relax looking at books and make independent choices can be limited.

Staff understand their roles and responsibilities and systems are in place to support the organisation of the club. Policies and procedures are in place although they do not fully reflect changes to legislation. Routines are consistent and the staff make appropriate use of all available space to offer children a suitable environment to play after school. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Previous actions regarding staff records and suitability have been effectively addressed. All required documentation is kept on site when the club is operational. The action regarding the safety of the premises has been suitably addressed to ensure children cannot leave the setting unsupervised. Access to the premises is secure and monitored by intercom when the school reception is closed.

Complaints since the last inspection

Since the last inspection 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 complaint 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):

- consider how children can be more involved in the planning and preparation of snacks
- consider how toys and play materials can be organised to further encourage children's choices by providing more opportunities for them to relax and extend their natural creativity

- continue to review all policies and procedures to reflect changes to new legislation.

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