

# Brookside Kidz Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY344905
<b>Inspection date</b>	21 May 2007
<b>Inspector</b>	Suzette Butcher
<b>Setting Address</b>	Brookside Primary School, Rostherne Avenue, Great Sutton, Ellesmere Port, CH66 2EE
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<b>Registered person</b>	Brookside Kidz Club
<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?

Brookside Kidz Club was registered in 2007 and is managed by committee members from the school staff and governors. It operates from designated areas within Brookside Primary School, Great Sutton, Ellesmere Port. Children share access to fully enclosed outdoor play areas. The club operates from 08.00 to 09.00 and from 15.00 to 18.00 each weekday during term time only.

There are currently 60 children on roll who attend for a variety of sessions. The setting supports children with learning difficulties and disabilities. There are five members of staff, of whom, three hold appropriate early years or playwork qualifications.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children's health is promoted because effective procedures are in place to keep them healthy. The premises are well maintained, surfaces are wiped down during the day and food is prepared by staff with food hygiene training. Children adopt good hygiene practices as part of the daily

routine, such as washing hands before eating and after toileting. Staff openly talk to children about germs and the importance of washing their hands well before they handle food during special cookery sessions. There is always a member of staff on duty or available on the premises who has training in first aid. This ensures that any minor accidents or illness are dealt with appropriately and an effective sick child policy is securely in place.

Children are provided with a range of snacks which are healthy and nutritious. Most items are prepared daily from fresh ingredients by the school's cook in line with their healthy lifestyle programme. Children look forward to their snack and are offered items, such as pasta bake, jacket potato with toppings or sandwiches. Fresh fruit is always available and breakfast consists of a choice of cereals and toast. Health and dietary needs are recorded, and given due consideration when planning menus. Meal times are relaxed social occasions where both children and staff sit together and chat. Brightly coloured plates and cups, make snack time a more pleasurable experience for children. Cookery sessions provide opportunities for children to learn more about the benefits of a healthy lifestyle as they have fun making pizzas or gingerbread biscuits. Children are able to quench their thirst during the session to ensure that they remain hydrated. They are offered regular drinks of fruit juice or water and children help themselves to fresh drinking water from a dispenser nearby.

Children have regular opportunities to engage in physical play outdoors as part of a healthy lifestyle. They happily join in team games, such as football and enjoy playing outdoors in the fresh air. Indoor games of badminton or 'chair ball' provide further energetic opportunities for children to develop their physical skills whilst having lots of fun.

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

The provision is good.

Children are cared for in a welcoming environment. Different areas of interest are established within the main hall to enable children to move around their surroundings with ease and confidence. Areas are heated to a consistent temperature and a cosy area with a large settee is available for children to rest and relax after school. Children confidently choose from an accessible, broad range of age appropriate toys and equipment. They develop independence as the play materials are laid out on tables or on play mats on the floor. Children are able to ask for toys that are not out and they are aware of what resources and materials are kept in the store cupboard. Toys seen at inspection are safe, clean and well maintained to ensure children's safety.

All reasonable steps have been taken to ensure that children are cared for in a safe environment. Staff are vigilant and quickly identify potential risks and implement procedures to minimise dangers. For example, staff carry 'walkie talkie' telephones to maintain contact when groups of children are playing indoors and outdoors. Comprehensive risk assessments are in place for both indoors and outdoors. Written fire procedures and fire fighting equipment are in place and children practise regular fire drills on the same premises during school hours. However, regular fire drills are not carried out during out of school care to ensure that children are fully proficient in emergency evacuation procedures. Close circuit television and a secure system at the entrance to the school prevent unknown persons entering and a record of visitors is maintained. Younger children are safely escorted between their classroom and the club and good systems are in place for the safe collection of children at the end of the day. Children are encouraged to learn about what is dangerous and how to keep themselves safe through regular discussions and practical activities.

Children's welfare is protected because staff have a good understanding of the child protection issues and procedures. Information about and contact details for the Local Safeguarding Children Board are available.

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

The provision is good.

Children are confident, happy and settled within the club. Staff share warm relationships with the children who play happily together in the relaxed and friendly environment. Children are invited to add their ideas to a 'wish list' and contribute suggestions for future planning. Their ideas are valued and often included in activities. Such practices help to give children a strong sense of belonging and ownership of the club. Children develop positive relationships with their friends, which is evident as they sit together on the settee in the cosy area and chat happily.

Children have fun choosing from the wide range of activities available, such as dressing up, construction or small world toys. They enjoy participating in energetic group games of rounders or giant snakes and ladders where they learn to take turns, follow rules and play fairly together. Those who wish to have some time to themselves choose quieter pursuits, such as playing on the games console or reading a book. Children initiate and develop their own imaginative role play games where they dress up in a beautiful dress and become a fairy or princess with a wand and glittering tiara. They concentrate for long periods during creative activities where they make photo frames or posters. Opportunities to explore different sensory materials, such as play dough, further develop their imagination and creativity. Special events are organised to provide variety and maintain children's interests. Children look forward to weekly film night where they gather together to watch the chosen film and eat popcorn. Cookery sessions are popular and provide opportunities for children to create their own pizzas or learn to follow a recipe as they make fairy cakes.

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

The provision is good.

Staff create an environment where children feel valued and everyone listens to each other as they share news or chat about their day. Sensitivity is shown to children's individual needs and children learn about different cultures as they celebrate festivals, such as Easter or Chinese New Year. Resources reflect diversity and develop children's understanding and awareness of the world that they live in. Boys and girls have equal access to activities and anti-discriminatory remarks are challenged appropriately. A fully inclusive environment enables children with learning difficulties and disabilities to access the wide range of play opportunities available. Appropriate additional support is provided if required and resources are adapted to meet the needs of individual children. Staff work in partnership with parents and effective links are maintained with the school's special needs coordinator to help individual children to achieve successfully. Out of school staff also work in the school and, consequently, know the children well.

Children are well behaved and polite. They respect established boundaries and understand that certain rules are required to maintain a safe environment. Clear policies and procedures are in place to promote a positive environment where children and staff respect each other. Children's individual levels of maturity are acknowledged and they are encouraged to consider the

consequences of their actions and other people's feelings. Staff promote children's confidence as they praise their efforts and talents.

Parents are made to feel welcome and staff establish, open and friendly relationships. Verbal feedback at the end of the day and regular newsletters keeps them informed about the setting and their children's activities. This promotes good continuity of care. A booklet is available with basic details about the setting but parents are not informed of the availability of the file containing the setting's policies and procedures.

### **Organisation**

The organisation is good.

Staff are experienced and work well together as a team to ensure that children are appropriately supervised. The management committee meets regularly to review the effectiveness and progress of the out of school club and clearly identifies key areas for future development. Robust arrangements are in place for the selection and recruitment of suitable staff. Appraisal systems are in place to identify staff's future training needs and to monitor the ongoing suitability of staff. Staff regularly attend training to increase their knowledge and experience of childcare practices and they demonstrate a strong commitment towards providing high quality childcare.

A very comprehensive set of policies and procedures are in place and all appropriate documentation is completed to contribute to the safety and well-being of the children attending. Confidentiality is maintained throughout and written information is reviewed on a regular basis to ensure that all aspects comply with any regulations.

Overall, the provision meets the needs of the range of the 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 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):

- practise emergency evacuation procedures on a regular basis
- inform parents of the availability of the setting's policies and procedures.

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)