

Sketchley Hill Out of School Club

Inspection report for early years provision

Unique Reference Number	226471
Inspection date	02 July 2007
Inspector	Alexandra Brouder
Setting Address	Sketchley Hill School, Sketchley Road, Burbage, Hinckley, Leicestershire, LE10 2DY
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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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Sketchley Hill Out of School Club opened in 1999. It operates from the main hall in Sketchley Hill Primary School which is situated in Burbage, close to Hinckley in south Leicestershire. The provision serves the local school catchment area.

Children attend for a variety of sessions. There are currently no children attending who receive additional support for learning difficulties and/or disabilities or for whom English is a second language. Currently there are 100 children on roll, of which 50 are aged between four to eight years.

The group opens after school, daily during term times. Sessions are from 15:15 to 17:45.

Five staff work with the children. Three staff hold appropriate childcare qualifications. The setting receives support from the Early Years Development and Childcare Partnership and is a member of the Kids Club Network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is well promoted, in the main, through the use of suitable procedures, such as cleaning tables before and after use and reminding children to wash their hands after using the toilet. However, children do not wash their hands before they are offered a snack, which impacts on the chance of risk of cross-infection and is not consistent with the group's procedures. Accidents and medical records are completed appropriately and shared with parents, ensuring consistency of care for children. Two staff have a recognised first aid qualification enabling them to respond appropriately should a child have an accident at the setting.

Children have good opportunities to extend their physical abilities and practise their skills. For example, children use the outdoor area every day, weather permitting, to play a variety of team games such as rounders, football and hockey. This increases their large muscle skills, coordination and ability to participate appropriately in team games. In inclement weather, additional activities are provided such as darts, 'sharp shooting' and table football, increasing their hand-eye coordination.

Children are able to access drinks throughout the session, enabling them to remain hydrated and developing their independence. Details of children's dietary needs are recorded appropriately, ensuring that staff can provide the foods that are suitable for them. Snacks, such as biscuits and fruit are provided for the children as well as a 'tuck' shop each day for them to buy sweets and snacks from. However, this does not promote children's understanding of the importance of a healthy, balanced diet.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, welcoming and familiar environment; increasing their sense of belonging and enabling them to settle easily to a range of age- and stage -appropriate experiences. They access a large hall within the school that is organised appropriately in order for them to play and rest in comfort. They move freely and confidently within the setting and spend time playing with the range of suitable resources.

Areas that children access, both within the building and outdoors, are assessed for potential hazards and adapted as needed, maintaining children's safety and well-being. Policies and procedures are in place that further contribute to children's welfare; however, the fire drill is not consistently practised, which impacts on children's understanding of leaving the premises in safety. Children are well supervised within the setting to ensure that they are kept safe. Younger children are supervised from their classrooms to the after school club, whereas older children are able to gain independence as they make their own way there. Access to the premises is carefully monitored. A security code is required to gain entry to the setting, ensuring that unwanted persons are not able to enter unknown. Children begin to understand the rules for playing safely and staff teach new children how to maintain their safety in play. For example, a child was shown how to use a pool cue correctly and explained to how this could be dangerous.

Children's welfare is appropriately maintained as staff have a clear understanding of child protection. There is a policy in place, known by all staff, that includes procedures to be followed

should there be concerns regarding children's welfare. However, this is not consistent with recent updates in procedures and agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and settle quickly into the routines of the club. They enjoy taking part in the full range of activities and toys on offer and seek out peers to play with, as well as joining in enthusiastically with team games, for example, knock out darts. Children are happy to attend the group and speak highly of the staff and fun that they have. Most children are reluctant to leave when parents arrive to collect them.

Children make choices in their play from the range of resources laid out by staff, but are also able to request additional resources if they feel that there is something else they wish to use, increasing their decision-making skills and independence. Children converse well with each other and known adults and confidently respond to questions from visitors, i.e. the inspector, when asked how they enjoy the club.

Children play cooperatively and fairly with one another and staff support the children well in all that they do, increasing their abilities and confidence.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well at the club. Staff take time to get to know the children and parents, finding out what children's wants and needs are, their likes and dislikes and seeking to meet these needs as soon as they begin at the setting. This increases their sense of belonging and enables all to settle quickly. A range of documentation is in place, promoting equality of opportunity and special educational needs, helping to ensure that both staff and parents are aware of procedures in place to support the needs of all. Children are able to access a suitable assortment of toys and equipment that reflect other cultures and lifestyles, such as dolls and dressing-up clothes. They explore various festivals through planned, adult-led activities, increasing their knowledge of the wider world.

Children's behaviour is very good. They work well in small and large groups, which increases their ability to share and take turns, as observed during a 'knock out darts' tournament. Staff are good role models and consistently handle any issues that arise in a calm and suitable manner. For example, an incident arose between two children that were name calling. A member of staff spoke to both children calmly to ascertain what the issues were and the reasons why this was not acceptable at the club. Children are praised and encouraged in all that they do, promoting their confidence and self-esteem.

Staff work well in partnership with parents and carers, which in turn helps children to feel happy and settled. Staff maintain a range of information on children's individual needs and work closely with parents to ensure children receive continuity of care. Staff exchange daily feedback with parents to ensure that they are well informed. Parents and carers speak highly of the committed and caring staff team, stating that the needs of their children are very well supported.

Organisation

The organisation is good.

Children are happy, settled and well supported by the appropriately vetted and experienced staff group. More than half of the staff hold relevant childcare qualifications, which help in the organisation and planning of appropriate play opportunities for the children to support their care, learning and play. Staff work well together and are enthusiastic in meeting the needs of all the children that attend.

Adult to child ratios are maintained, both indoors and outdoors, to support children's safety and welfare. Space is well organised to ensure that all children can take part in the full range of activities. A range of documentation is in place, including a robust registration system to ensure that children's well being is supported.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to maintain a daily record of attendance to include times of arrival and departure.

The provider ensures that the times of arrival and departure are appropriately recorded for all children that attend, ensuring that their welfare is maintained. This is clearly recorded on the daily register.

Complaints since the last inspection

Since April 2004, 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):

- ensure children's opportunities to be aware of their own personal hygiene needs are developed and increase children's access to snacks that are healthy and nutritionally balanced

- ensure that all children have regular opportunities to participate in the fire drill and that the child protection policy is reviewed to ensure that it reflects up to date information.

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