

Log Cabin Adventure Playground After School Club

Inspection report for early years provision

Unique Reference Number	118068
Inspection date	12 July 2007
Inspector	Jane Nelson
Setting Address	259 Northfield Avenue, Ealing, London, W5 4UA
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Registered person	The Log Cabin
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?

The Log Cabin Adventure Playground After School Club was registered in 1998, and is a registered charity. It provides after school care and operates a holiday play scheme, for children aged from four to 15 years. The setting supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The setting is registered to provide after school care for 20 children, and the holiday play scheme is registered for 30 children aged between four and eight years. There are currently 82 children, aged between four and eight years on roll.

After school sessions operate, Monday to Friday, during term time from 15.00 -18.30. The holiday play scheme operates from 09:30 to 15:30 with extended hours available from 08:30 to 17:45, Monday to Friday, during school holidays. Transport is provided, where possible, to escort children with learning difficulties or disabilities, to and from the setting.

A permanent team of nine staff work with the children. They hold suitable early years qualifications including NVQ, levels 2 and 3. Currently two members of staff are studying for NVQ level 3 in play work and care. Additional sessional staff are employed during play schemes.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's understanding of their personal hygiene is reinforced through routines, such as, washing their hands before they eat tea, and doing so independently after using the toilet. Staff follow practices, such as, cleaning tables after tea, which encourages children's awareness of good hygiene.

The setting provides a meat free menu. A snack is provided during after school sessions, and extended day sessions held as part of play schemes. Children enjoy their healthy tea of fish cakes, potato wedges, and fresh fruit and ice cream with drinks of water. Tea time is relaxed and staff sit with children while they eat, chatting and talking about children's day at school. Displays near the kitchen about healthy eating reinforce children's awareness of healthy foods.

Children enjoy opportunities for adventurous outdoor play, which encourages, physical development, enjoyment of exercise and their good health. They are able to explore the natural outdoor environment and have fun riding two and three wheeled bikes, increasing speed and skidding to a halt. Adapted wheeled equipment is available, and provides opportunities for less independently mobile children to participate. Children run up and down walkways, play tennis and enjoy running around in the outdoor area.

Parents written consent for emergency medical treatment and the administration of medication is obtained, however, details of the member of staff who administers the medication, or oversees a child self administering medication, are not recorded. There are six members of staff who have current first aid qualifications, and accident records reflect that basic first aid for minor accidents is administered. The risk of infection to children is minimised by the setting's policy of not caring for sick children.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a generally safe and secure environment, where potential risks are minimised. They move safely between in and outdoor environments, and learn to play safely on large equipment, such as, the aerial runway in the garden. They use furniture and equipment that is safe and in good condition, enabling them to play safely. Children learn the importance of riding bikes safely, regulating their speed, and being aware of others as they ride.

The high staff ratio in the setting results in children being well supported in their play and, generally, well supervised by staff, which helps to ensure their safety. Children with disabilities or learning difficulties receive close one to one support as required, ensuring they are able to participate in activities, and play safely.

Children are encouraged to take responsibility for their own safety. For example, they are reminded to be careful during their play, especially when using rackets and balls during activities, such as, tennis and when riding fast on bikes. Details of accidents are recorded and information shared with parents, however, full staff details are not included in accident reports.

Evacuation procedures in the event of an emergency are displayed, some at child height, reminding children of what to do if they hear the alarm. Fire drills are held, however, this is not

with sufficient frequency to ensure all children are familiar with the practicalities of the evacuation procedure.

Children's welfare is protected by clear written guidelines and procedures relating to child protection, being in place and staff understanding their role, responsibilities and the procedure to follow if they have concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a varied and interesting range of activities and experiences in a relaxed and welcoming environment. Space is organised to provide freedom and choice for children, with a range of activities, games, an adventurous outdoor area, and creative play provided. Children arrive after their school day, some are collected, from local schools by staff. Children with learning difficulties and/or disabilities, are collected from various schools in the London borough of Ealing and from their homes during play schemes, and brought to the setting by transport.

Children have opportunities to relax and chat with each other and staff after their school day. They are able to move freely between inside and the outdoor environment. Children choose what to do from a range of games, such as, large dominos, a skittle game, table football, dressing up, painting and play dough. They explore the outdoor area, riding bikes, playing football and tennis. Children have fun rolling out play dough, making pizzas and pitta bread and serving it to each other and staff pretending they are in a café.

Children benefit from a high staff ratio and friendly supportive interaction from staff. One to one support is provided when necessary for children with learning difficulties or disabilities, helping them to participate and achieve to their full potential in activities, and enjoy their time at the setting. Staff are relaxed and informal, while providing clear boundaries for expected behaviour. They are friendly, approachable and join in children's play and games, giving advice and making suggestions when appropriate.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well known by staff, and taken into account when planning and setting out equipment to ensure all children are included and able to fully participate in play and activities. For example, if required, children with learning difficulties and/or disabilities, receive close, supportive one to one attention, they may follow staff and take their lead in activities, such as, making noises on musical instruments. Detailed information is obtained from parents prior to children starting at the setting, which means staff know children's routines, likes, dislikes and individual needs, and are able to plan activities and play taking these into account.

Children's opinions are valued and they are involved in some decision making at the setting, which develops their sense of belonging. For example, they have the opportunity to take part in the children's committee, and make decisions about activities and equipment they want to see the setting providing. A suggestion box is available in the main play room for children to write suggestions on paper and post in the box.

Children experience diversity through a range of experiences, such as, interacting with each other, hearing a variety of accents and languages spoken in the setting, and using simple signing

communication. They have access to some resources that reflect diversity, such as, musical instruments, posters and a good range of creative materials.

Written information, about the setting is provided for parents in the form of a leaflet and information displayed on a notice board in the playroom. Staff escort children who are taken home by transport and they share information with parents, verbally or through written day books passed on from school or the setting. Comprehensive information about children's needs is obtained from parents prior to their children attending the setting and help staff to provide consistent care for children and plan activities they will enjoy. Parents are happy with the care provided and feel their children enjoy coming to the setting.

Children behave generally well, they respond to clear instructions from staff, and children are encouraged to share, take turns in games and wait for someone to finish with equipment. Staff give clear explanations, and are consistent with children, reminding them of the need to take turns and share. Children's achievements and positive behaviour are praised, encouraging their self esteem. Creative work is displayed and set out in the art room encouraging them to take pride in their creations.

Organisation

The organisation is satisfactory.

Staff plan and provide an interesting environment, and range of play experiences for children that encourages all children to participate and enjoy activities at their own pace. Staff are suitably qualified and experienced, and have access to ongoing training to increase and update their knowledge; annual appraisals are held and used to identify further staff development. The manager and staff have clearly defined roles and are well deployed to meet children's needs.

The setting is managed by a management committee, and regulations are not being met, as Ofsted have not been informed of changes to the management committee. Detailed and comprehensive policies and procedures are in place, however, not all written documentation is easily accessible, and some records do not contain all the necessary information. Attendance records show some children's times of arrival and departure, however, this is not recorded consistently for all children. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

Following the last inspection recommendations were set regarding the person in charge having a Level 3 childcare qualification, the premises being made secure and all visitors being monitored. Qualification requirements for the person in charge are now met as the manager has a level 3 qualification, security of the premises is maintained as exits are kept secure when children are present. Systems are in place to monitor visitors and keep children safe, for example, a record of visitors is maintained and they are identified by wearing visitor's badges. The manager states that any person who has not been vetted is always supervised by a vetted member of staff.

Complaints since the last inspection

Since 1 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 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):

- make sure administration of medication records are signed by the member of staff administering or overseeing self administration of medication
- make sure all accident records contain staff's full names
- make sure fire drills are held with sufficient frequency to ensure all children are familiar with the evacuation procedure
- make sure Ofsted are informed of changes to the management committee
- make sure times of children arrival and departure are recorded consistently.

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