

# Pumpkins After School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY337934
<b>Inspection date</b>	19 September 2007
<b>Inspector</b>	Karen Elizabeth Screen
<b>Setting Address</b>	Trinity C of E School, Littleton Drew Lane, Acton Turville, BADMINTON, Avon, GL9 1HJ
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<b>Registered person</b>	Pumpkins Nursery Ltd
<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?

Pumpkins After school Club registered in April 2006. It is owned by a limited company and offers care for a maximum of 16 children at any one time. The club is based in a classroom on the premises of Trinity Church of England Primary School. Children are also able to use the school's outdoor play facilities; this includes a playground, grassed areas and an adventure playground. The club is open Monday, Tuesday and Wednesday, between 15.30 and 18.00 during school terms; and 09.00 to 17.00 during school holidays. There are 18 children on roll aged between four and 10 years old. The manager and staff are suitably qualified.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children eat together through choice as soon as they arrive at the club. They are also able to eat later on if they become hungry, or join the club later on, such as after taking part in an activity organised by the school. Children butter their own toast adding toppings of jam or marmite, and help themselves to pieces of fruit such as apple and orange; all washed down with either water or fruit flavoured squash.

Children are cared for in a clean environment, where they learn about personal hygiene and to care for themselves and their environment. They know the hygiene routines and independently wash their hands before eating and after using the toilet. There are appropriate arrangements to care for children if they become ill during the session. Children's health is protected within an environment where staff demonstrate a clear understanding of the treatment of minor injuries and the administration of medication. Staff understand the need to keep good records of children with particular health requirements in order to safeguard their welfare.

Children have a positive attitude to exercise and make very good use of the well-equipped outside play areas for physically demanding tasks such as climbing and jumping on the climbing frame, and energetic group games such as 'tag'. However, they are not able to take part in physical play in wet weather due to lack of clear indoor floor space. Children understand the importance of having regular drinks in order to stay healthy, and help themselves to fresh drinking water. They know that they may become dehydrated if they do not drink sufficient amounts.

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

The provision is good.

Space is at a premium in the classroom premises, which serve many other uses during the school day. However, staff organisation of the inside space meets the needs of the children by providing well-defined areas for table-top activities and quiet play. Children make good use of the comfortable sofa to sit and relax reading books. They also make good use of the well-labelled resources, from which they make their own selections.

Children know to stop what they are doing and listen when asked. In this way, children's safety is reinforced as potential dangers are explained and rules rehearsed. Children are able to move safely around the building and grounds, because they are well supervised and because the environment is secure and suitably maintained. Children are safe in the setting because staff are vigilant and carry out daily checks of the environment using their prepared risk assessments. Risks to children from fires have been minimised through attention to the fire officer's recommendations, and through regular fire evacuation practises. Children's safety and welfare is also promoted by enlisting parent's support in following the club's collection procedures.

Children are protected by staff who are clear about the signs of children at risk of abuse or neglect. Their policy informs parents and staff that the club will be following Local Safeguarding Children Board procedures, but does not set out how they will manage any complaints made against members of staff.

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

The provision is good.

Children are happy and keen to attend. They make confident choices from the activities provided, and are interested and enjoy the play opportunities. They happily concentrate for extended periods of time, designing pictures made from foam shapes, and building models from construction sets. Children especially enjoy their time spent outside exploring the tree 'dens' and 'caves'. All of the children are fully engaged in the same game for the majority of their time spent outside. They are superbly supported by staff who join in with great enthusiasm; acting on the children's suggestions to defend their den from intruders and to weave barriers from sticks and thin flexible willow branches and vines.

Children improve their dexterity as they play 'pick-up-sticks', and popular computer games on two school computers. A record of the children who have played is displayed on the wall; in order for children to be able to recognise that a fair system is in operation to enable all children to participate. Children's individual needs and interests are recognised. Staff make general plans, but are sensitive to the individual interests and needs of individual children.

Children enjoy excellent relationships with staff and other children. They learn to take turns and to cooperate well with others. Older children support younger ones, often helping them or playing alongside. Children feel that they have a stake in the club, for example, through their involvement in a competition to name the club. They also influence the choice of resources, activities and experiences provided, through consultations with the staff about what they would like to see provided and their thoughts on those already organised.

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

The provision is good.

Children are well behaved. They receive meaningful praise, helping them to feel good about themselves. Staff provide good role models through their calm and polite manner and have reasonable and realistic expectations of children's behaviour. They set and maintain clear and consistent limits, using positive behaviour strategies. Children are fully involved in devising and maintaining club rules, and respond quickly to guidance about conduct and boundaries. Older children spontaneously help younger children, such as helping them to load their choice of computer programme.

Children are valued by caring staff, who effectively respond to children's individual needs and wishes. Established members of the club volunteer to support new children in their first few weeks attending the club. Respect and consideration for others is promoted as children listen attentively to staff and one another, and work together to tidy the classroom towards the end of the session. An awareness of a range of cultures and lifestyles is successfully included in activities and supported through resources.

Parents speak positively about the good relationships enjoyed between staff, children and parents. These beneficial relationships contribute to children's confidence in the staff. Their emotional well-being is fostered by staff who know the children well, for example, their preferred activities and the names of close family members. Parents value the termly newsletter and concise information provided about the organisation of the club. The parents notice board contains information about the role of the regulator, and how to make any comments or raise a complaint.

### **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children's welfare is promoted through comprehensive, well-organised and well-maintained paperwork. Staff take positive steps to ensure that parents are kept well informed about how the club is organised. The efficiency of the club is strengthened by clear, up-to-date and easily accessible records. The management are committed to exploring all avenues for improving opportunities for children to be physically active during wet weather conditions.

Very good teamwork and communication exists between the manager and staff. Good organisation of staff rotas and supply cover helps to ensure that staff ratios are maintained

and staff turnover reduced. Staff are involved in devising their own training plans to enhance their practice. They have a clear sense of purpose and a commitment to continual improvement. Children benefit from staff who are clear about their roles and responsibilities. This is achieved through stringent staff selection processes, clear job descriptions and regular appraisals.

### **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):

- improve opportunities for children to be physically active during wet weather conditions

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)