

The Lighthouse Club @ St James the Great
Inspection report for early years provision

Unique Reference Number	107583
Inspection date	12 September 2007
Inspector	Silvia Richardson
Setting Address	St James the Great School, Peckham Road, London, SE15 5LP
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Registered person	Lighthouse Children's Foundation
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 Lighthouse Club @ St James the Great is one of three clubs privately owned by the Lighthouse Children's Foundation. It was registered in 1998 and operates from the St James the Great Primary School, located in London SE15. A maximum of 40 children may attend the club at any one time. Currently there are 12 children from five to eight years on roll. The group provides after school care for the children of St James the Great and St Francis schools. The Lighthouse club is open each weekday from 15:30 to 18:15 during term time. All children share access to a secure enclosed outdoor play area. The club supports children with learning difficulties and disabilities.

Three staff work with the children and more than half the staff including the manager have early years qualifications to NVQ level 2 or 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have use of a reasonably clean play room, dining area and bathroom facilities, promoting their health. However, carpeted floor play areas are not hygienically maintained. They are stained, grubby and debris has collected under the soft mats, so that children's health and welfare are compromised when playing on the floor. Some toys and play materials are worn and grubby and children helped sort the sandwich bags for tea, without first washing their hands, after handling these resources, risking cross contamination and spread of germs. Children are encouraged to wash their hands before tea, helping them to develop appropriate personal hygiene habits. Children are presented with a range of healthy options for tea, including sandwiches and fruit, helping to promote healthy eating. However, children's health is compromised, because they are not sure about the contents of sandwich bags. Children are handling several, picking them up and putting them back down again, before being able to make their choice, because they are not clearly labelled. Opportunities are missed through the arrangements and presentation of foods, to help children learn more about foods which are good for them and those which are less beneficial. Children have some opportunities to be active and enjoy fresh air and exercise in the outside play area, helping them to be healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play and move around the premises in reasonable safety, because they are appropriately supervised. However, there is not always a minimum of two staff, identified as working in the setting, at the start of the session, risking children's safety should an accident or emergency situation arise. Children are encouraged to form orderly lines, to walk carefully and to avoid running, minimising the risk of accidents through bumps and falls. Children are using a range of equipment safely and appropriately, because adults talk to them about safe use. Sometimes children's behaviour is corrected without explanation, so they are not always learning the reasons or consequences of their actions, for example, the dangers associated with plastic bags. Daily risk assessments are contributing to children's safety and measures, such as electric sockets fitted with covers. Children are learning about danger areas and the boundaries for these, through appropriately displayed notices, such as above the kitchen area and on the resources storage cupboard. Fire safety precautions include, extinguishers in appropriate locations and practising emergency escape plans, so children know what to do and how to stay safe in the event of a fire. Children are kept safe and protected should safe-guarding concerns arise, because adults are trained in child protection and follow local authority guidelines for recording and reporting.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy and settled much of the time, because they have a suitable range of activities set out for them and enjoy playing with their friends. However, children do not have a great deal of choice and sometimes have to wait to take turns, such as with the table football and pool, with little else of real interest to do in the meantime. Children generally organise themselves quite well with the table games, although some children struggle with ensuring they have fair turns, because adults do not have overview of the situation while

children are playing. An activity timetable is followed, but lack of preparation and attention to setting up the room, means children are sometimes bored waiting for assistance from an adult, such as with the mask-making activity. Creative resources, such as paper, coloured pencils, felt pens, scissors and glue, are not readily available and easily accessible to children, so they are not always purposefully and constructively occupied. Children enjoy boxed and board games, especially when an adult is available to sit and play with them. Younger children play happily with cars, dolls and small life toys, because these are easily accessible, so they are able to make choices and help themselves. Many of the resources are old and worn, and sets, such as the road track, are incomplete, reducing the quality of children's play experiences. Children generally play and share resources well, but adults are not always aware of when children are playing in acceptable ways and are not praising children at these times to reinforce desirable social skills. Children are happy and enjoy activities in the playground, such as netball, hockey and football, because adults join in with the children and supervise them well.

Helping children make a positive contribution

The provision is satisfactory.

Children are made very welcome in the setting and especially enjoy their tea-times, sitting together in small groups, helping them to experience a sense of belonging. They sit with their friends and enjoy light conversation, well supported by adults. Children are acknowledged as individuals and their choices and preferences respected, in terms of arrangements for tea. However, children are not clear about the food options available and do not always pour out their own drinks, limiting their opportunities for developing independence in their selections and choices. The setting reflects diversity and children enjoy positive images of differences, helping them develop a positive identity. However, there are missed opportunities for children, in gaining some understanding and respect for religious differences, such as the sharing of prayers before tea. Children are generally well behaved and show a good understanding of desirable behaviour, because they talk about and agree acceptable ways of behaving. However, adults are not taking every opportunity to praise children when they are sharing and playing co-operatively, to reinforce the benefits of positive social skills. Parents are made very welcome in the setting and adults establish positive partnership approaches, promoting children's welfare. Some good information is available to parents about the group, keeping them well informed of activities and children's progress. Care needs are well met, because adults and parents share and exchange information on a regular basis and appropriate written details are kept.

Organisation

The organisation is satisfactory.

Adults are properly vetted ensuring they are suitable to look after children. The ratio of qualified staff and assistants employed is minimal, so that children receive adequate levels of support and supervision. A minimum of two staff, identified as working in the setting, is not always achieved when unplanned staff absences occur. However, other staff working on the premises are available to be called upon should an emergency situation arise. At least one member of staff working in the setting is trained in first aid procedures, so that children receive appropriate treatment should an accident occur. Records, policies and procedures are in place, ensuring the safe management of the setting and these are implemented effectively, so that children's welfare is promoted. The manager has a good understanding of the needs of children in an after school setting and plans with the children an appropriate range of activities, helping them to feel involved. However, preparation of the room and arrangements for play activities are not effective in ensuring children have sufficient variety and choice, so that they become bored

and restless at times, such as waiting for adult assistance or turns at popular activities. Adults are generally well deployed, so that they sit and play with the children. However, the manager and adults working in the setting, are not always fully aware of the presenting needs of individual children, for support, praise or acknowledgement, so some children needs are either overlooked or difficulties are not identified, until a child becomes frustrated or tearful. Generally the routine is well balanced, meet children's care needs, including provision of drinks, meals and outside play. The setting meets the basic needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection, the provider has improved knowledge and understanding of the requirements set out in regulations, and has set in place a procedure to notify Ofsted of relevant matters, specifically change of manager. The provider has reviewed and renewed some documents, so that proper procedures are in place, promoting the welfare of the children in the setting. The provider ensures that staff have direct access to relevant documentation and that the person-in-charge understands procedures, supporting the health and welfare of the children. The provider has improved the written statement for parents, that provides details of the procedure to be followed if they have a complaint, so that they know what to do if they are experiencing concerns.

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 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):

- promote children's health, maintaining clean and hygienic floor play areas; and improve arrangements for meals, including children's learning about handling of food and healthy choices
- improve preparation and planning, providing a wider range of activities and resources to meet children's play and leisure needs
- actively promote children's understanding and respect for religious differences
- ensure there is a minimum of two staff, identified as working in the setting, at all times

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