

Walkers After School Club

Inspection report for early years provision

Unique Reference Number	EY236003
Inspection date	03 July 2007
Inspector	Carolyn Mary Hasler

Setting Address	Church House, The Green, Southgate, London, N14 7EG
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Registered person	Walker After School Club
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Type of inspection	Childcare
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Type of care	Out of School care
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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?

Walker After School Club opened in February 2003. It operates from a hall in a community centre. The property is in close proximity to a school and is in walking distance to transport facilities and shops. Walker After School Club serve the local area.

The setting currently has 29 children under the age of eight years on roll, in addition the setting caters for an additional 36 children between the ages of eight and twelve years. Children attend for a variety of sessions.

The group opens five days a week during the school term times. Sessions are from 15:30 pm until 18:00 pm.

There are nine full time staff working with the children. Three members of staff hold levels two and three or equivalent childcare qualifications. One member of staff is currently working towards a level 2 childcare qualification. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn good personal hygiene skills, they are independent in the toileting areas, they know to wash their hands before sitting down to eat, after going to the toilet and when they have been playing with messy resources. Children's knowledge and understanding of good hygiene is encouraged by staff who ensure that the toilets are well resourced, and who practise good hygiene routines during the play session. Children see staff washing down tables after they have eaten, and staff use good hygiene practices within the kitchen area when preparing food for snacks. Children are involved in practising good hygiene around food, they are encouraged to serve other children in an appropriate manner. They are involved with cleaning up after snacks helping to clear plates and sweep the floor. Children have a clean and well presented area to play in. The site manager ensures that the premises are kept clean for each of the groups using the hall.

When the weather permits children can access the school play ground which is in close proximity to the hall. Children are enthusiastic when they speak about playing in this area. They enjoy playing on the climbing frame, skipping and playing ball games. When the weather prevents children from playing out doors, they have access to both floors of the community hall. The staff ensure that the ground floor hall is used for active group games such as soft foot ball. All children enjoy opportunities to stretch muscles by being active, they let off energy and participate in group activities making lots of noise in their enthusiasm.

Children can access immediate first aid if they are unwell or sustain an injury. The setting keeps a well stocked first aid kit in the play hall which can be easily located in the event of an emergency. They ensure that a qualified first aider is always on duty and have a procedure to follow should more serious incidents need medical attention. Staff know how to respond to a child who is unwell and ensure that parents are informed at the earliest opportunity, children feel cared for and supported in the interim. Staff have a sickness policy which excludes children who are unwell from attending until infectious illnesses are clear, preventing the spread of infection to others. The setting has systems in place to record the administration of medication and accidents on the premises which they share with parents.

Children have access to squashes during the snack period, they know that they can ask for a drink from the open plan kitchen at any time. Children are encouraged to have a drink after they have exerted themselves, this ensures that children do not dehydrate. Children are offered choice at snack time, they are served both by staff and peers who offer food around the tables. Finger foods are offered as snacks, some being convenience foods, while other choices offered consisted of fresh ingredient's such as fruit. Children inform that snack time is one of the most enjoyed periods of the club, though they do not have many opportunities to learn about healthy eating through project work. The setting ensures that perishable foods are stored appropriately and that full information is collected on children's dietary needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are greeted by staff at the school and walk over to the hall, which although close is separate to the school grounds. They enter the setting with enthusiasm, they are familiar with the routines and comfortable with their environment. Children know where to leave their

belongings, they wash their hands and sit down at the tables to await their snack. Children have lots to talk about with their friends who they sit and chat with, body language is positive, children smile and grin at each other and giggle as they engage in conversations. Staff are warm and friendly towards children, they treat children with respect, introducing the group to new workers and informing children about options for the session. Children respond by politely listening. Children have a well planned environment to play in. The staff have provided a variety of activities taking account of children who wish to relax after a busy day at school and those who need to let off steam. Children have access to natural light from low level windows, this is enhanced on cloudy days by over head lighting. There are systems in place to control the temperature which was comfortable. They have access to out door facilities both attached to the setting but also can use the school play ground next door. Outside play areas are secure.

Children have access to child size furniture such as tables and chairs. They are offered a wide variety of play opportunities. Resources are varied, interesting and in good condition. They are visually risk assessed each day and damaged equipment is either mended or replaced. The Resources are of good quality and are appropriate to children who attend, providing interest to all ages and abilities. The setting ensures resources in the bathroom area are kept well stocked.

Children are learning about how to keep themselves safe. They are familiar with the boundaries demonstrating this by providing information about where they are allowed and not allowed to go. For example, children are clear about not using the first floor fire escape as a place to play because staff will not be able to find them and parents will be contacted. Children consider the safety of others, they negotiate with adults around them to ensure that they play soft ball in a safe place where no-one will become injured. They understand that they can not run off when they leave the school premises, they know to stay in an orderly line, with the youngest children at the front. Staff support and monitor children while moving from one site to another, ensuring that children are safe. Children have a safe play space to enjoy, the staff ensure that the premises are risk assessed before children arrive. Fire exits are clearly marked and safety equipment such as fire blankets and extinguishers are mounted on the wall although not always visible. Visitors to the premises are informed of the safe way to evacuate. Staff demonstrate a good understanding of how to evacuate the building. The fire safety procedure is available. However, this is not displayed on the walls. Children have participated in evacuation of the premises. However, records were difficult to find, lacked detail and demonstrate that practises do not happen frequently. The building is secure, parents use a buzzer system to gain entrance and children are signed out. Staff ensure that children only go home with adults who are named and systems are in place to contact parents in the event that adults are not recognised. Visitors are required to sign and state their business on the premises.

Staff demonstrate a satisfactory level of understanding in safeguarding children. They are able to identify the categories of abuse and some signs and symptoms. Staff understand that information regarding child protection issues are sensitive but also know the importance of recording concerns. They explain that they would inform their immediate line manager. The setting has a child protection procedure in place. However, this does not state what happens in the event an allegation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children inform that they enjoy coming to the club. They are confident and self assured, because they build trusting relationships with staff who they say are friendly. They enjoy coming because

they can spend additional time playing with friends. Children move around the play areas without restriction which allows them to take control of their own behaviour. They are involved in a broad range of activities, making choices in their play. Children have opportunities to enjoy art and craft activities such as free painting and drawing, they state that they can take their work home. Children enjoy table top games such as card games and table top football, they are eager to explain the rules to newcomers. Children who are tired or wish for some quiet time can read or look at the variety of story books which cater for the abilities of a variety of age groups. Others who enjoy imaginative play can access the dressing up and home corner equipment. Those children who wish can choose to play more active games in the hall on the ground floor or in the outside play space. Which ever activities children choose, they engage in play talking to their friends and supported by staff who model games and interact well with children.

Helping children make a positive contribution

The provision is satisfactory.

Children feel valued because they are addressed as individuals and given opportunities to participate in activities which support the group. Children who attend the setting come from the surrounding community and they naturally learn about how others live, from each other. This is enhanced because the setting have provided play opportunities which help children to explore and investigate others' lifestyles, cultures, disabilities and gender issues. Activities include small world play, imaginative play and by accessing books and stories. They have been learning about celebrations around the world. Children celebrate the Chinese New Year by making Chinese lanterns and colouring activities. They made cards to celebrate the turn of the year. Children celebrate Diwali, they made pictures of the light goddess and fire works. They also celebrate western festivals such as Christmas and Easter, making cards and decorations and enjoy an Easter egg hunt. This helps children to learn tolerance and build acceptance of others who have different lifestyles, values and customs to themselves and also helps them to recognise when customs and lifestyles are similar or the same.

The club caters for children who have additional needs. They have appointed a Special Educational Needs Coordinator (SENCO) who works closely with the inclusion project, school and parents to support the care and development of children. Children are included in all activities and additional support is offered if needed. All staff are aware of the needs of individual children and deal with this sensitively. They are committed to making all reasonable adjustments to the environment to ensure that children meet their full potential. The after school club's experience in working with children with additional needs means they progress well due to consistent encouragement and support. The building is currently not wheelchair friendly, there is no disabled toilets available.

Children manage their own behaviour well. They listen to staff and respond appropriately conforming to the behaviour of the group. Children's views on behaviour are sought, they worked together to produce a list of children's promises. These in the past have been displayed on the wall. However, are now unavailable. The club encourages good behaviour. Children's achievements are celebrated and good behaviour praised. Staff demonstrate knowledge in how to manage behaviour appropriately, listening and respecting children's views. Children are encouraged to acknowledge and apologise for inappropriate behaviour. Children share and take turns in their games, they co operate and play harmoniously together.

Children benefit from trusting relationships and the sharing of information between parents and the setting. Parents who request information receive feedback at the end of the day and

state they feel staff are very approachable and open to suggestions. They feel welcomed into the setting. On initial contact, parents share information about their children to ensure the care needs are fully met. Parents have access to the setting's policies and procedures and receive notices of current events. Although the setting has a procedure for complaints, this gives misleading advice and is not in line with changes in regulations. The setting do not have a system in line to record complaints and parents do not have access to the complaints log. This means that parents do not have an appropriate way of expressing concerns and having those concerns re-addressed. New and current parents lack information to make informed choices about their children's care arrangements.

Organisation

The organisation is satisfactory.

Children benefit from staff who are appropriately qualified and who have undergone a robust recruitment procedure. The club displays their registration document on the wall and works within their registered numbers. Staff are deployed appropriately and support children's play providing a good level of supervision. Children access individual attention when they wish. Staff are able to access training and are supported well by the setting enabling them to offer children a secure and stable environment to play in. Children are learning about personal hygiene, they display independence in all tasks. The play space that children play in is well organised and comfortable. This allows for children's differing needs to be met, such as children can access both active games and those who want to play quietly can access more sedate games. Children are learning about their own safety, they are aware of boundaries that keep them safe and conform to the group's rules. Children share that they enjoy coming to the group, they are happy and confident in their play. They are learning to contribute positively to their group and learning about the wider community. Children are building an acceptance of others who appear different to themselves but also can recognise similarities. They manage their own behaviour well. Secure partnerships with parents helps children build trusting relationships with staff.

Most documentation and records are available to see. However, some lack detail. Changes in regulation have not been sufficiently acknowledged and included in policies and procedures. The club ensure that they hold all relevant and appropriate information to assist them in the care of children and to enable emergency procedures to be in place. Records are stored securely on the premises and staff ensure the privacy and confidentiality of families.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the club agreed the following recommendations. To develop the range of anti-discriminatory resources to include positive representation of people and children with disabilities and those in non traditional (gender) roles. The setting has developed resources which now reflect positively on a range of disabilities and cultures, they also ensure that story books reflect positively on non traditional roles in particular gender. This provides children with opportunities to investigate and challenge ideas through play and helps them to acknowledge and respect differences but also to recognise when lifestyles are similar or the same.

The club also agreed to ensure that all records relating to day care activities (police checks and staff qualification certificates) are readily accessible on the premises and available for inspection at all times. The setting stores confidential records securely on the premises and this includes both children and staff records. Records pertaining to staff include details of a robust recruitment

including checks and qualifications. Appropriate record keeping underpins the service provision offered to children and enables children to access a well organised club.

The club also agreed to ensure the complaints policy give clear details to enable parents to know the procedure to follow should they have a complaint about the service. Since October 2005, the regulation on complaints has changed and this has not been acknowledged or included within the procedure. The setting does not have a system to record complaints. This means that parents do not have an appropriate way of expressing concerns and having those concerns re-addressed. New and current parents lack information to make informed choices about their children's care arrangements.

The club also agreed to make arrangements for monitoring visitor's access into the provision. The setting has a system in place to record visitors who are required to sign and state their business on the premises. This ensures that the setting can account for all adults on the premises at any one time, but also provides information to safeguard children.

The club also agreed to review and update the policy for uncollected children to give clear details as to what actions will be taken in the event that children are left on the premises. This policy has been reviewed and informs parents what happens in the event that a child is not collected. Children benefit because parents receive clear information which promotes improved partnerships between the setting and parents

Lastly the club agreed to make arrangements to ensure that the size of the group when using the hall does not exceed 26 children at any one time. The club ensures that group sizes do not exceed 26 children at any one time. This improves children's experiences enabling them to move around freely and access individual attention when needed.

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):

- ensure that fire evacuation is practised regularly and recorded appropriately
- review the safeguarding policy and procedure and ensure that it contains information on allegations made against a member of staff

- review the complaints procedure to ensure that it is in line with changes in regulation, 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.

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