

Waltham Leas OOS Club

Inspection report for early years provision

Unique Reference Number 205592

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Inspector Josie Lever

Setting Address Leas Junior School, Manor Drive, Waltham, Grimsby, South Humberside,
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Registered person Waltham Leas OOS Club

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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Waltham Leas Out of School Club was registered in March 2000 and is run by a voluntary committee. It operates from within the premises of the Leas Junior School which is located in a residential area of the village of Waltham, near Grimsby in North East Lincolnshire. The club operates from the school hall, two classrooms and the information technology suite. There is a separate kitchen, toilet facilities and a large outdoor play area. The club mainly serves children from the local and wider community.

There are currently 48 children on roll aged between four and 12 years old. The club opens on Monday to Friday from 08.00 to 09.00 and 15.15 to 18.00 in term time and from 08.00 to 18.00 on Tuesday, Wednesday and Thursday during the school holidays.

The club employs six staff, four of whom hold a relevant level 3 childcare qualification and one holds a level 2. The club receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children are cared for in an environment that is clean and well maintained. They begin to understand simple good hygiene procedures, such as why they wash their hands after attending the toilet. Some staff have attended food hygiene training and have a suitable understanding of effective practice in the kitchen. However, in some instances children's health is compromised because adults do not routinely clean the tables that children sit and eat their snacks from and children do not always wash their hands before eating and are not reminded by staff to do so. Children are well cared for in the event of an accident because two staff members hold relevant first aid qualifications and staffing rotas ensure there is always one present. Parents are contacted should children become ill in the setting and this helps minimise the risk of infection spreading.

The children enjoy a range of outdoor activities that promotes their physical well-being. These include opportunities to use sporting equipment, such as racquets, hoops, balls and bean bags, or to use the climbing frame. They fly kites and participate in team games. In the holiday periods many trips are undertaken that help children develop new physical skills, for example, to adventure centres in nearby Cleethorpes.

The children have their health and dietary needs met because staff work closely with parents to ensure that all relevant information is obtained and that all staff are fully aware of any issues. The children are provided with a light snack after school, for example, toast or cake and have a choice of healthy options, such as fresh fruit. Children learn about the importance of eating healthily through discussions with staff and further in-depth topical work. They have unlimited access to drinking water from the water dispensers provided within the school building and also have drinks of orange and blackcurrant fruit juices.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

The environment in the club is welcoming and relaxed and a small amount of children's work is displayed on walls in the hall area. Children have access to a suitable range of toys and equipment, some of which are readily available to themselves, for example, from low storage units when in the hall. The toys and equipment used by the children are in good, clean, safe condition and staff ensure they remain appropriate for use by regular checking for wear and tear.

Children are developing an awareness of their own safety; for example, they participate in regular fire drills for safe evacuation of the building and staff speak to them about safety issues when they go out on trips. There are suitable procedures in place for the safe collection of children from their classrooms or designated meeting areas and children and staff are familiar with these arrangements.

Risk assessments are undertaken regularly, which identify and minimise hazards. For example, staff physically check rooms and outdoors areas; however, some risk assessments are not effectively put into practice. For example, children's safety is compromised due to adults' lack of supervision and vigilance at times to their whereabouts. This is particularly when they are using the smaller classrooms and children are moving from indoors to outdoors and to the toilet

areas and when other groups are departing the hall and being collected by parents. On occasions staff do not know where children are or what they have been doing. The monitoring of the security of the premises and outdoor area is not effective in preventing children leaving unaccompanied and consequently increases the risk to children's safety and well-being from unauthorised entry by persons not known. Staff have attended safeguarding training and have a suitable understanding of the signs and symptoms of harm and are familiar with reporting procedures both within the club and locally.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children eagerly enter the club after school and are welcomed warmly by staff. They are comfortable in their surroundings and are happy to be there. They are familiar with the routines when they first arrive; for example, they put away their belongings and queue in an orderly manner to get their drinks and snacks. They sit socially together in small groups, talking informally. Staff give good attention to asking children what they want to do and children confidently make decisions about their play activities, for example, sitting and reading quietly, doing a stencil picture or playing with the dolls.

Children are involved in an interesting range of planned activities with a good balance of child-initiated and adult-led activities planned. Children decide whether they want to play indoors or out and staff support them in these areas by being fully involved in play, for example, playing football and team games or completing a board game or puzzle. Outdoor play is a popular choice and children enjoy the opportunities to be physically active. Activities are informally planned in advance and evaluated by staff, more so in the summer holidays when trips and visits have been undertaken. Children contribute their suggestions to the planning and staff respond positively to these. For example, a useful leaflet is produced following discussions with children informing them of the holiday programme of activities. Children have been on numerous visits within the local community, for example, to Waltham Windmill, the fishing heritage centre, the cinema and bowling alley, and have even been on a tour of the Blue Cross Animal Hospital. They often go on trips further afield using public transport, for example, to the Magna adventure centre in Doncaster or Cleethorpes. Themed fun days also allow children to experiment and explore creatively, for example, 'Let's get cooking' and health and beauty days.

Children relate well to each other and the staff and warm relationships have been built. Staff listen to children and respond positively to them; for example, they discuss their day at school and respond to children's demands to get other resources out or change the range put out for them. Staff know the children well and consequently ensure children's individual needs are met, through the provision of activities that they know they will like and enjoy and that interest them.

Helping children make a positive contribution

The provision is satisfactory.

Children have built up trusting relationships with the staff and benefit from their friendly and relaxed approach. The staff know the children well and this enables children to feel at ease and take part in decision making, which in turn develops their sense of belonging. Staff respect children's individual decisions to play alone or be by themselves and reassure them to ask for anything they need. Children make choices and decisions as they independently access some

of their play resources. The children become aware of a wider society through focused activities about other cultures, such as Chinese New Year. Additionally, children speak about activities going on in school which are further extended by staff into the club, for example, charity fun days, such as Red Nose Day and Children in Need. They are able to access play materials, such as dolls with different skin tones, books and puzzles that portray positive images of people from other cultures and enjoy non-stereotypical play opportunities.

Overall, children are well behaved and understand the boundaries and routines. They have been involved in making them and these are displayed as a reminder, particularly to new children. They know about making sure everyone's time in the club is an enjoyable experience, for example, cooperating well together and sharing toys and equipment. They are familiar with the 'no bullying' rule as they talk about this regularly with staff and each other. Staff have a suitable understanding of how to manage children's behaviour effectively and support children positively. Children are praised and encouraged freely, which promotes their self-worth.

Ongoing discussions with parents ensure staff are kept informed of any changes in circumstances, which enables parents' wishes to be respected. Parents receive a written leaflet about the club when children first start and subsequent newsletters. They have access to written policies and procedures and are able to contribute their ideas and suggestions. For example, through completing questionnaires and attending regular committee meetings. Staff warmly greet parents when they collect their children, taking time to exchange information. Positive relationships are evident and parents spoken with on inspection indicate they are happy with the service provided and activities on offer.

Organisation

The organisation is inadequate.

There is an effective recruitment and vetting system in place that ensures staff have the necessary skills, experience and qualifications to care for children. There are systems in place to ensure staff remain suitable to work with children; for example, they have all completed appropriate Criminal Record Bureau checks. Staff are aware of their roles and responsibilities in the group as they complete training at induction and work well together. They have opportunities to attend further core training, such as first aid, safeguarding children and food hygiene, and regularly get together to discuss issues at staff meetings.

Children use the hall in the main and have a good amount of free space to use, which allows them more scope to play with resources at different levels, such as on table tops and on the floor. Three other classrooms within the school are used when the hall is in use by other after school groups. These additional classrooms are not as effectively organised due to their layout and resources are not as readily accessible to children throughout the session, due to the distance from the store room. Staff give children suitable support, for example, when directly supervising them in the main playroom. However, they are not effectively deployed to safeguard children's welfare, especially when the club is operating from the smaller classrooms and children are moving to and from toilet and outdoor areas.

Record keeping is maintained in line with requirements and all records are available for inspection. Secure storage ensures records are held in a confidential manner. The group has a suitable range of policies and procedures that contribute to the efficient management of the provision. These are shared with parents and reviewed with regularity. However, significant changes have not been notified to Ofsted, namely the change of rooms used by children and

this is a breach of regulations. Overall, the provision does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group were asked to consider a number of recommendations in relation to the storage and availability of activities and resources available to children that promoted equality of opportunity and overall development. They were also asked to improve record keeping in relation to medication and parental consents.

The group have addressed all points satisfactorily. When in the hall children now have free access to a number of resources stored within low storage containers and this benefits them as they are able to help themselves to these. There is a basic range of multicultural resources, books and role play equipment that reflects diversity and children use a range of non-stereotypical resources which increases their knowledge and understanding about equality. Activities are planned to make sure children's development is promoted in all areas and children benefit because this is well balanced. Amendments have been made to ensure records of the time medication was administered is now recorded and parental signatures are obtained to photograph children. This promotes children's safety, health and well-being.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure the premises and outside play area are secure and children are not able to leave them unsupervised and improve the supervision of children, particularly when they are moving from indoors to outdoors and to the toilet areas
- ensure Ofsted is notified of significant changes, in particular to areas and rooms used by children.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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