



## **Time Out Out of School Club**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY137161
<b>Inspection date</b>	21 July 2005
<b>Inspector</b>	Shirley Delaney
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<b>Registered person</b>	TIME OUT Out of School Club
<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?

Time Out, Out of School Club was established in 2002. The out of school club is located in a church hall in a culturally diverse residential area of Birmingham. Most of the parents whose children attend the out of school club live in the local area. During school term time the club is open between the hours of 15:30 until 18:00. During school holiday periods it is open from 07.30 until 18.00. It offers care to 24 children aged from 4 to under 11 years.

There are 24 children on roll. The group supports children with special educational needs and children who speak English as an additional language.

Four staff work with the children. Staff are supported by regular volunteers. Four staff have appropriate qualifications in childcare and playwork.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are learning about good health. They enjoy a healthy diet which ensures that children have fresh fruit and salad on a regular basis. Care is taken to offer children variety and choice; children are able to select foods that they like to eat from menu sheets which are provided to parents when children join the group. When the sheets are returned to the group, meals are then planned around the preferences highlighted by the children. Children's individual dietary requirements are met well as information is collated from parents, and staff are made aware of children's dietary needs and parent's wishes.

Children have good access to drinks which are made routinely available and they can access additional drinks of water from the kitchen by request.

Children are aware that physical exercise and a healthy diet contribute towards developing a healthy lifestyle. They have good opportunities for physical exercise through regular trips to the park where they have opportunities to climb on large equipment and play games such as football, cricket and skipping.

Children develop a good awareness of personal hygiene, for example they routinely wash their hands on arrival at the group before drinks and again later in the session before they have their snack. Positive adult reinforcement and posters displayed in the bathrooms remind children about good personal habits and their good health is further promoted by staff and volunteers who present the children with good role models when preparing and serving food.

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

The provision is satisfactory.

Children are beginning to learn about staying safe. They regularly practise fire drills and learn safe practices for evacuating the building in the event of an emergency. Children have a good awareness of areas of the building they are not able to access without informing an adult. Children inform staff when they need to leave the hall and children do not enter the kitchen or take resources from the cupboards without gaining permission or being accompanied by a member of staff. Risk assessments and daily checks are completed, however children's safety cannot always be assured as action is not always taken to minimise all identified hazards.

There are procedures in place to maintain children's security such as secured premises and outing procedures, however the procedures for collecting children from school is not always organised well enough.

Children make choices from a wide range of toys and resources which are set out around the hall. They can safely select from the accessible toys and equipment as care is taken that resources are suitable for their needs and are in safe condition.

Children's welfare and protection from harm is promoted as the staff have a secure knowledge of child protection procedures and a clear understanding of their responsibility for protecting children.

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

The provision is good.

Children are actively involved in formulating plans for activities. They develop a sense of belonging and involvement as their interests are fully taken into consideration. Staff hold a meeting each term with the children during which children are able to express their ideas, interests and wishes, which are then incorporated into the plan for activities for the coming term. Children write the activity plan and it is displayed for everyone's attention.

Children develop confidence and self-esteem as they can see that their creative work is valued as it is displayed all around the hall. They also receive good support, time and attention from the staff who spend time interacting with children in their play. Adults supervise and interact with children in a manner that is supportive and offers guidance where required, but also allows children to make decisions about play experiences they wish to be involved in and enables children to extend activities to follow their own imagination, exploration, curiosity and learning.

Children are comfortable, settled and relaxed in the group, where they have access to a good range of toys and resources. Children express that they enjoy role play, creative activities, computer, play station and outdoor physical play that includes team games.

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

The provision is good.

Children are well behaved, confident and secure. They have a say in establishing club rules which are displayed around the premises, this enhances children's sense of ownership and belonging. Staff remind children about the rules for expected behaviour and discuss any issues with children as they arise. Children are aware of boundaries as demonstrated when they follow the routine, get into groups on arrival back from school and remind one another to be quiet when staff are trying to attract the attention of the whole group. Children also develop a sense of responsibility as they take on tasks such as laying the table for snack time and clearing away.

Children have access to a good range of resources and activities which promote positive views and increases children's awareness of diversity and their understanding of others. They take part in quizzes and structured activities looking at aspects of their own cultures and the wider world. Children can if they wish research

these subjects further through use of internet facilities under staff supervision.

Children are valued as individuals. Their individual needs are discussed with parents when they join the group and any specific needs are recorded. Staff are approachable and friendly in their interaction with parents and provide parents with written information about the group's policies and procedures. The regular sharing of information develops good two way communication, which promotes continuity of care for the children. Parents play a supportive role in the group and some play an active part as regular volunteers working alongside the staff to care for children.

### **Organisation**

The organisation is good.

Overall, the provision meets the needs of the range of children for whom it provides. Children develop a good sense of security as they are aware of established routines and receive good adult support. Children are relaxed, comfortable and busily occupied in the provision, as they have access to an efficiently organised environment. The environment is child centred, promoting children's interest and involvement in a wide range of stimulating activities.

Children's welfare is promoted as required documentation is in place. Staff and volunteers are effectively deployed and they demonstrate a good level of awareness of their roles and responsibilities which promotes children's care and security.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report.

## **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.
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<b>WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?</b>
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### **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 risk assessments completed to ensure they are thorough and action is taken to minimise all identified hazards
- improve procedures in place for collection from school.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)