

Daisychain Out of School Club

Inspection report for early years provision

Unique Reference Number	EY258909
Inspection date	17 January 2008
Inspector	Wendy Fitton
Setting Address	c/o Pendle Primary School, Princess Avenue, Clitheroe, Lancashire, BB7 2AL
Telephone number	01200 423539
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Registered person	Daisychain Out of School 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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Daisychain Out of School Club provides before and after school care for 35 children under eight years. There are currently 150 children on roll on a full and part time basis and this may include children who are over eight years. Children with English as an additional language and children with learning difficulties or disabilities are welcomed and fully supported at the provision.

The group operates from Pendle Primary School in Clitheroe, Monday to Friday, term-time only from 07.30 to 09.00 and 15.25 to 17.45. Children attending the primary school are registered with the club.

The group is privately managed by two individuals. There are seven key staff working with the children, three staff have relevant childcare qualifications. The registered providers support staff at alternate sessions.

Children have access to a main playroom, school library area, school hall area, auditorium classroom, the quadrangle outdoor area, outdoor playgrounds and suitable toilet facilities.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted as staff take positive steps to prevent the spread of infection and appropriate measures when children become unwell. There are sickness procedures and accident records are maintained in line with requirements. The manager and some staff are qualified in first aid and there is consent from parents to the seeking of emergency medical treatment. Children discuss what happens if they have an accident and know that their parents are informed and that it is noted in the accident book. Children learn to understand simple hygiene practices as they wash their hands with quick dry anti-bacterial gel before their snack and talk about the germs on their hands.

Children are provided with regular drinks and food in adequate quantities for their needs. Food is properly prepared and served, nutritious and complies with any religious or dietary requirements. Children are offered drinks throughout the session and particularly when participating in physical activities. They comment positively about the snacks they are provided with and really enjoy the hot dogs, pitta bread and dips, fresh fruit and breadsticks. The snack time is well organised and the children sit at tables in a large group and enjoy a positive social occasion to relax and chat with friends.

Children's physical health and well-being are promoted through daily exercise, fresh air and relaxation. They can run around in the hall or outside and play team games and ball games. They are encouraged to exercise, balance and generally keep fit to music through weekly programmes. Children can relax and re-charge their bodies when reading books, sitting quietly with the television or computer games. Children develop their hand-eye coordination through fine motor activities including cutting with scissors, using craft materials, drawing and constructing with bricks and shapes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children access a safe, secure and child centred environment. Space is well organised, welcoming to children and offers access to necessary facilities and a wide range of activities. Children feel a sense of belonging as they use areas in the school that they are familiar with and see their own art work, pictures and displays. The premises are well maintained and accessible areas include the school hall, the library, the auditorium, the main out of school room and outdoor play areas. Bathroom facilities are situated adjacent to the main playroom and are suitable. There is a food preparation area in the main playroom with all necessary equipment.

Children have opportunity to use appropriate and suitable furniture, equipment and toys that are maintained and meet with safety standards. Everyday routine furniture includes child-sized tables and chairs, folding trestle style tables with fixed stools and soft furnishings. Storage of equipment and resources is safe and easily accessible for staff to rotate toys according to children's requests. There is an extensive range of toys and play materials to meet the learning and development needs of children on roll, for example, art, craft and drawing materials, board games, construction toys, games consoles, computers, physical play equipment, outdoor toys and role-play equipment.

Children are safe and secure because staff take positive steps to promote safety and prevent the risk of any accidents. Children are familiar with the safety procedures and know what to do in the event of a fire and are aware of the dangers if they put toys in their mouth, they know to line up safely and that access to the main hall needs to be supervised and their names booked in and out. Staff carry out daily visual risk assessments of areas inside and outside to ensure children are safe. There are effective security systems as children are signed in and out and the main entrance is locked and a door bell is fitted for parents to access the premises.

Children are protected and safeguarded because staff are fully aware of their roles and responsibilities in protecting children. Staff report any concerns to the manager who then informs the registered providers. There is a detailed child protection policy and procedures to contact the Local Safeguarding Children Board, and the policy includes information for parents in the event of an allegation against a member of staff. Parents sign and acknowledge the procedure. Staff are sensitive to any signs and symptoms and are aware of keeping clear records.

Helping children achieve well and enjoy what they do

The provision is good.

Children's care, learning and play are well supported as staff are clear about the main purpose of the provision. They participate in a wide variety of activities to support their physical, social, emotional and intellectual development. There is very positive interaction between staff and children and staff know the children well and work to meet individual needs. Children approach adults with confidence and ask questions or ask for support and encouragement during their play. They are confident and secure with the routines and rhythms of the sessions and play well together in small or large groups.

Children are interested and motivated and play with purpose and concentrate. Staff plan activities to a theme linked to seasons, celebrations and festivals. Children enjoy playing creatively and imaginatively as they make snakes and dragons for Chinese New Year with different mediums and collage materials. They dress up and role-play and create models with the construction toys. They develop their social and physical skills when they run around in the hall playing team games and exercising, they play board games together, taking turns and negotiating plans. Children respond to positive praise and encouragement and are comfortable in approaching staff to discuss any issues or worries. Children talk about what they like to do and really enjoy all aspects of the sessions.

Helping children make a positive contribution

The provision is good.

Children are valued and fully included in all activities and routines. Resources and activities are well balanced and reflect no gender bias, promoting equality of opportunity. Children have their individual needs met by staff who work in close partnership with parents and carers. All individual health and dietary needs are recorded and staff are aware of children's likes and dislikes. Children make free choices from toys and resources and play in the areas of their choice. They are sensitive and caring towards each other and older children support the younger, less confident children. Children learn about diversity and the wider world through planned activities linked to seasons, communities, festivals and celebrations. Staff work to a fully inclusive practice and they are proactive in ensuring appropriate action and plans are followed to support any children who may have a learning difficulty or disability.

Children really benefit and feel secure when adults adopt a consistent, positive approach to the management of children's behaviour. Children are fully aware of the setting's rules and boundaries and talk about not fighting or hurting each other and that bullying is not tolerated. Staff are good role models as they are calm and positive in their approach. They listen to children and offer guidance and support if requested. Children are familiar with the boundaries and talk about staff speaking to them if they display any negative behaviour and that there is a record made and shared with parents if negative behaviour persists. Children are well occupied, interested and motivated, therefore challenging behaviour is not evident.

Children benefit and feel secure when there are trusting and mutually supportive partnerships with parents. Parents are welcomed to the setting and two-way communication is evident as staff share information and routines at the end of the session. Parents are provided with an information brochure at the start of care and can access all organisational policies and procedures on request. There is limited organisational and operational information displayed for parents, therefore, some formal policies are not fully accessible to them. Parents comment positively about the care their children receive and this highlights the happy, friendly environment, the wide range of activities provided, the range of healthy snacks and that children really enjoy themselves.

Organisation

The organisation is good.

Children are safe and protected as all adults are experienced, qualified and suitably vetted and cleared to work with young children. There are rigorous systems in place for the recruitment and selection of staff. The registered providers are responsible and ensure that staff have relevant qualifications in childcare and that they are physically fit and suitable to provide good care for school aged children. Three staff are qualified to level 3 in childcare and some staff work within the school setting during the day. A manager is employed to plan and organise the sessions and take on full responsibility for staff performance and continued suitability.

Children's needs are fully met through effective organisation of space and resources so that children can play, relax and eat in comfort and safety to promote their development and well-being. Seven staff work directly with the children on a day to day basis and the registered providers offer support at sessions when numbers may be high. Children access various playrooms and classrooms and there is access to outdoor areas. Daily routines include free-play, snack time, registration and outdoor play. Staff are very clear about their designated roles and responsibilities and children feel secure and confident with the staff team.

Children's welfare, care and learning are maintained because records, policies and procedures for the safe and efficient management of the provision are in place, up to date and well documented. Paperwork is stored confidentially in a locked filing cabinet and is accessible for inspection. All regulatory records are in place including attendance registers, staff's and children's details, medication and accident records and any significant incidents. Organisational policies and procedures are linked to the National Standards and are available to parents at induction or on request if necessary.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to continue to provide staff training. Staff have updated first aid qualifications and three staff are qualified to level 3 in childcare. Children's safety and well-being are now enhanced.

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 records 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):

- develop systems to ensure parents are fully informed of all operational and organisational procedures.

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