

Springfield Out of School Club

Inspection report for early years provision

Unique Reference Number EY277617

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Inspector Josie Lever

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Registered person Ouch Pouch (Childcare) Limited

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?

Springfield Out of School Club has been registered since 2003 and is ran by Ouch Pouch (Childcare) Limited. It operates from the Springfield Community Bungalow which is located on the Springfield Primary School site on the outskirts of Grimsby. A maximum of 24 children may attend the setting at any one time. There is one main room with an adjoining conservatory used for activities and there are separate kitchen, toilet and wash facilities. There is a secure enclosed outdoor play area and the club also has the use of the extended school grounds as needed.

The club is open each weekday from 08.00 to 09.00 and from 15.30 to 18.00 in term time, and is open from 08.00 until 18.00 in the holidays. It is open all year round, except for a week at Christmas. The club primarily serves children attending the school on site. However, an escort service is provided to transport children to and from other local schools. The holiday play scheme serves the wider community. There are currently 120 children from four to 11 years on roll. Children attend for a variety of sessions. The setting currently supports a number of children who have learning difficulties.

The club employs three staff, all of whom hold appropriate early years qualifications and have relevant experience. The manager is currently working towards a Higher Level 4 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of personal hygiene through routines such as hand washing after using the toilet and before eating snacks. Posters reinforce effective hand washing procedures through the use of words and pictures, which benefits the youngest children. Adults pay careful attention to ensuring tables and equipment are wiped down with suitable cleaning solutions to ensure they remain clean and hygienic. Children are protected from infection because there is an effective policy in place that excludes them from attending when they are ill. Staff are all trained in first aid and consequently children are well taken care of if they have an accident. Children develop a good awareness of staying safe in the sun, for example, they know they must wear protective sunscreen and hats in hot weather. They have, through practical opportunities and discussion, an awareness of how to treat minor injuries and to contact the authorities in an emergency.

Children's dietary needs are discussed with parents and adults take these into consideration when planning menus and themed fun days, for example, barbecues. A clear and effective recording system is confidentially maintained which keeps staff up to date with any children's food intolerances or specific dietary requirements. Adults have attended food hygiene training and are aware of good hygiene practices in the kitchen. Children are able to make suggestions about the snacks they eat and are involved in planning the tea time menu. Adults encourage them to include a range of healthy options, for example, fresh fruit, crackers and soups, as well as toast and cereals at breakfast time. They learn through discussion with staff about the importance of a balanced diet. However, regular opportunities for children to purchase sugared sweets from the tuck shop at home time do not always support a positive healthy eating ethos. Children access drinks readily throughout their time in the club.

Regular physical exercise and fresh air during outdoor play support children's health and well-being. Children are able to play actively, using a range of sporting equipment, for example, bats and balls. They are able to develop their climbing and balancing skills as they use larger apparatus at local activity theme parks, for example, Fantasy World.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and welcoming environment which is clean and bright. Children's play is evidenced with photos, posters and artwork displayed in designated areas throughout the setting. The environment is suitably organised and children are able to move around freely and play at different levels, for example, on large floor mats with vehicles and trucks and at child sized tables, drawing or completing puzzles. However, children tend to play less freely of their own accord in the glass conservatory area. In warmer weather this is very hot, even with a supply of ventilation from open windows, and provides little protection from the sun's glare. It does not provide any privacy for children due to the location and proximity to neighbouring properties.

There is a good range of toys and play materials available for children, including electronic games, dressing up, sports equipment and role play. These are all kept in good condition and stored at child height. Children are confident to request a change of toys and equipment if they no longer wish to play with what is out. There is an effective procedure for checking

vehicles in place for staff escorting children to and from other schools in their own vehicles. Documentation retained supports the roadworthiness of the vehicles and suitability of drivers. Staff are aware of most hazards in the setting and have taken many positive steps to ensure children remain safe. A detailed safety policy is implemented, and risk assessments and daily checks are carried out. These minimise the majority of risks to children and increase their understanding about keeping safe. For example, children wear high visibility vests when out walking and there are clear collection procedures in place with the local schools. Additionally, children have regular opportunities to practise fire evacuation. However, the premises are not sufficiently secured to prevent children leaving them unsupervised and do not prevent unauthorised access. This compromises children's safety.

Staff have a clear understanding of child protection. They have attended relevant training and are well aware of the signs and symptoms of harm. There is an appropriate policy for them to follow and they are aware of the reporting procedures for any concerns.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Staff give a high regard to ensuring children take an active part in the club and their opinion is highly valued. Consequently, this enables them to contribute their thoughts and ideas to the programme of activities, trips out and guest speakers. Children are fully involved in an excellent range of enjoyable and interesting activities, which significantly enhances their experiences, such as baking, games, sports and arts and crafts. The activities promoted enable children to develop their creativity and inventiveness, for example, art and design competitions and papercraft and puppet making.

Children go on regular outings and trips to places within their local community and further afield. This is more so in the holiday periods, for example, to the local beaches and theme parks in Cleethorpes or to the windmill at Waltham. Children speak excitedly about a recent trip to the local Heritage Centre in Grimsby where they learnt about dinosaurs and the local fishing industry and went on the fishing trawler the 'Ross Tiger'. Staff are highly motivated to suggest new ideas and experiences for children, for example, first aid and photography. Children practise dressing wounds and take abstract photographs using a professional camera. They develop their own film in a makeshift darkroom and display their prints with pride within the playroom. Children are eager to learn and confident to try new experiences, for example, a visit to Minefield or taking part in a local carnival procession with a circus theme.

Children are very happy and settled in the relaxed environment. They build strong relationships with staff and each other, for example, showing things they have made and talking about holidays and home life. Children benefit greatly from warm and friendly relationships with staff, who are fully involved in activities with the children, for example, modelling dinosaurs out of clay, painting, and exchanging conversations about their day. Staff help children to build their self-esteem by giving them lots of praise and encouragement. Children have lots of opportunities to be independent at the setting. They move around self-assured, freely accessing toys, play equipment and drinks. They help to decide the rules of the setting. There are quiet areas for children to complete homework if they so wish.

Helping children make a positive contribution

The provision is outstanding.

Children are highly valued as individuals and are treated with equal concern. All children are welcome, regardless of ability, and their differing needs are well met. Key worker staff collect detailed information about the children through discussions with parents and comprehensively detailed registration forms. Children's opinions are sought on a manner of issues that are home, school and club related. Consequently, staff know their key children extremely well indeed and have an exceptional understanding of how they can meet their individual needs. All children are well supported through a clear settling-in policy and thorough induction into the setting and they sign their agreement to the content discussed.

Children develop a very strong sense of belonging and pride in being associated with the club. For example, a montage of their images is displayed on the 'wall of fame'. The weekly children's meeting gives them superb opportunities to contribute their thoughts and ideas to every aspect of the club. This includes menu examples, activities, rules and the purchase of new toys and equipment. Action agreed is noted and acted upon by caring staff. Children confidently complete a written evaluation of weekly activities without hesitation, including both positive and negative experiences. These are reviewed and comments are taken into account when planning future activities and events, to further enhance children's experiences.

Children have good opportunities to learn about diversity as they explore their own culture and those of others and the wider world. They learn about different cultures through a variety of activities, for example, celebrating different festivals, baking and food tasting. They help to raise funds for the Guide Dogs for the Blind which increases their awareness of disabilities. Staff work closely with children who have learning difficulties to ensure they are fully included in the setting through discussions with parents and close links with the school. Children behave very well. They show respect for each other and consistently share, for example, taking turns with games consoles. Staff fully involve children in rule-making decisions and this helps them to understand right from wrong. Staff use age-appropriate strategies to manage behaviour and explain the reasons behind rules to help children understand the consequences of their actions.

Children benefit greatly from highly effective relationships between parents and staff. Parents are provided with a comprehensive range of written policies and procedures. They are fully informed about the setting and their child through information leaflets, policies and activity plans. Parents take a positive approach to being actively involved in their child's learning and development, for example as they participate in themed days and events. They are able to contribute their ideas and suggestions through responding to service questionnaires, and record comments confidentially. They speak very highly of the provision and consider that their children are happy and are always keen to attend. They say staff are very friendly and supportive and the range of activities and trips provided is excellent. Parents are aware of how to raise concerns and there is a complaints procedure in place and log book that meets requirements.

Organisation

The organisation is good.

Children's welfare is safeguarded because there are robust recruitment and selection procedures in place to protect them from unsuitable people. This includes vetting all new staff prior to them taking up their posts and a thorough period of induction and probation to ensure that they are suited to their role. Staff work well together as an effective team and participate in

an appraisal system that identifies training needs. They are keen to keep their knowledge up-to-date by attending short courses and renewing core training such as first aid and child protection. Children benefit from well deployed staff, who consistently interact with them, give them support and encouragement and ensure ratios are met. This helps children to feel secure and confident.

Children are cared for in a clean and well-equipped environment. The club is suitably organised, providing a variety of activities and resources with sufficient space to move around. Children independently self-select their activities with growing independence. Documentation is a strength of the setting. Children benefit from the comprehensive policies and procedures which suitably inform staff practice. These are implemented effectively and are regularly reviewed and shared with parents to ensure that they remain effective and relevant in promoting children's care and learning needs. Record keeping is maintained in line with requirements and all documentation required for inspection is available and well organised. This is stored securely to respect the confidential nature of the information. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the group were asked to further develop the role of the key person, to include the systematic coordination of planning and assessment for individual children with special needs, so that consistency and continuity are enhanced and their welfare and development is promoted.

The group have now addressed this effectively and children benefit because their care needs are known and shared with adults who use this information to plan a suitable range of activities and experiences. There is a clear key worker system in place that promotes the close working partnership between parents, carers and children and identifies their individual needs. Effective links with schools' staff have been made to support the care of children in support of meeting their targets and needs.

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.

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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 further the registered person should take account of the following recommendation(s):

- further improve the comfort and privacy of children using the conservatory area to ensure the temperature is adequately maintained in warmer weather
- ensure the security of the premises is improved so children cannot leave the premises unsupervised and ensure systems for managing access to the premises are effective.

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