

J K Club

Inspection report for early years provision

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Inspection date	06 August 2007
Inspector	Gail Groves
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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The JK Club registered in 2003 and operates from The Swillet Social Club situated in Chorleywood, Hertfordshire. A maximum of 24 children may attend the club at any one time. It is open Monday to Friday and has flexible attendance arrangements. The breakfast club operates between 07:30 and 09:00 and the after school club from 15:15 to 18:15 during term time only. A walking service is provided from Chorleywood Primary School and transport is arranged from the Russell School. A holiday play scheme offers part-time sessions through to an extended day with opening hours between 08:00 and 18:00. All children share access to a secure enclosed outdoor play area.

There are currently 98 children from four to 11 years on roll. Children come from the local area.

The club employs five staff. Three of the staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from infection and are appropriately taken care of if they have an accident or become ill because staff follow current and appropriate health and hygiene guidelines, policies and procedures. For example, the environment is clean and well maintained, children with infectious illnesses are excluded for appropriate periods of time and there is always a member of staff with a current first aid certificate on site at all times. In addition, children learn to follow simple, good health and hygiene practices, such as washing their hands after using the toilet and before eating. They are therefore developing appropriate hygiene routines for later life.

Children are appropriately nourished. They are offered healthy snacks of fruit and a choice of different flavoured squash is available at all times so that they do not become dehydrated. Their health and dietary needs are discussed with parents before they begin to attend and details of particular dietary requirements are displayed in the kitchen to ensure that all staff are aware of these when preparing or serving food. Children learn about healthy eating and healthy living through planned topics and activities. For example, they talk about healthy foods as they make their own pizzas, draw pictures and write about different types of food to make a 'Healthy Eating' wall chart and discuss exercise during 'Sports Week'. As a result, they are learning how to develop a healthy lifestyle.

Children take part in regular physical activity both indoors and outdoors. For example, they visit the park to play on a variety of interesting equipment such as large scale climbing frames, swings, roundabouts and slides. They also take balls, Frisbees and hoops and play energetic running and catching games in the large open space. In the group's outside play area they are able to enjoy playing football, cricket and swing ball and take part in organised team games such as egg and spoon races. Indoors they play parachute games and dodge ball and can dance to music if they wish to do so. Energetic play is balanced by less active play so that children have the opportunity to rest according to their needs. For example, there is a comfortable book area where children can go to relax and table top games and activities are always available so that they can sit and enjoy quiet games alone or in small groups.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children use good quality, suitable and safe equipment which is well maintained and meets their differing needs. As a result, they are able to play and take part in activities safely. In addition, they are cared for in a welcoming, secure and generally safe indoor and outdoor environment in which the risks to their safety are minimised. For example, the front door has a buzzer system and intercom in place so that visitors can be screened before being allowed entry. A gate prevents children from accessing the kitchen and resources are stored in boxes at low level. The group also carries out written risk assessments in order that hazards to children's safety can be identified. However, the assessments do not lead to an action plan with timescales for completion and do not always show if and when items have been addressed and the hazard has been minimised. As a result, children's safety is not fully protected and monitored.

Appropriate procedures are in place to ensure that children are kept safe on outings. For example, they wear high visibility bibs when they walk to the park so that staff and motorists

can see them easily, and staff take a first aid kit and an ice pack with them so that they can deal appropriately with children should they injure themselves. Children have opportunities to learn to keep themselves safe through discussions and practical experiences within their daily routine. For example, they practise the emergency evacuation procedure regularly, and before they go to the park staff talk to children about safety rules such as how they will cross the road and which play equipment they can and cannot use when they are there.

Children are also safeguarded because staff are vetted and have the relevant experience, knowledge and skills to keep them safe. For example, they understand their role in child protection and are able to put appropriate procedures into practice when necessary. The required contact details for reporting concerns about children's welfare are easily accessible and most staff have attended relevant training in child protection issues.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle and become happy in the setting. Consequently, they are able to confidently join in with all of the play and learning opportunities provided for them. Their efforts and achievements are always praised and valued by staff and their art work is attractively displayed throughout the room to develop their self-esteem and confidence. Children have many opportunities to make decisions, explore and investigate. For example, they work closely together in teams to make junk models and large collages. They talk about and decide what they are going to make and experiment with a range of different materials to achieve the desired result. Consequently, they are able to extend their thinking and learning as they discover what they need to do in order to make their ideas work. Children respond readily to staff who are always interested in what they do and say and as a result, they are developing good communication and social skills. Staff know and understand the children well and provide appropriate support to meet their individual needs.

Children are involved in a range of planned activities and spontaneous events, which support their development and learning. For example, during the summer playscheme, activities are planned around a different topic each week such as 'Sports Week', 'Adventure Week' and 'Animal Week'. Outings to a restaurant to make and eat their own pizza during 'Cookery Week', decorating a piece of china during 'Arts and Crafts Week' and going swimming during 'Sports Week' develop children's knowledge and understanding of the topic further. Children extend their creative skills as they take part in painting, collage and model making, decorating photograph frames, sewing and drawing. They develop small muscle skills as they build with Duplo and Lego and make patterns with small beads. They develop language skills as they talk and interact with the staff and each other. They use their imagination as they play with cars, dolls and dressing-up and recently took part in an activity which involved them in making up and writing their own story. They then collected items relating to the story and developed a story bag to use when telling their story to others. At the after school club children have the opportunity to take part in a planned art and craft activity each week. Sometimes they have opportunities to enjoy cooking activities and in the near future the group are hoping to also provide these on a weekly basis.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued and included and feel a sense of belonging. They enjoy attending the club and are busy and involved throughout the day. They respond well to appropriate expectations for their behaviour and clearly understand what is expected of them. For example, the club's 'golden rules' are prominently displayed on the wall and reflect the value that the club places on respecting and listening to others. Staff are careful to reinforce these rules and discuss any behavioural issues with children if problems arise. At the after school club children have daily opportunities to earn smiley faces as rewards for appropriate behaviour and at the end of the week a sticker for the 'Star of the Week' is awarded to the child or children with the most smiley faces on their chart. Their names are also displayed on a certificate on the notice board. As a result, children behave well and are developing good social skills.

Children are encouraged to share and take turns and to work harmoniously together. For example, they work in teams to play sports day activities during 'Sports Week' and cooperate to develop ideas and make collage and junk models. They make choices and take decisions throughout their daily routines and are asked for their thoughts about what new resources the club should buy. Consequently, they are developing confidence and self-esteem. Children benefit from some activities and resources which help them value diversity. For example, they learn about Diwali and Chinese New Year through art and craft activities and play with a range of dolls and puppets that reflect cultural and racial diversity. However, resources which reflect positive images of gender roles and disability are limited. Therefore, children are not fully developing a positive awareness of the differences and similarities between people.

Children have their individual needs met because the staff work in close partnership with parents and carers. A parent notice board keeps them informed about the group and the activities that are planned and a parents' comments book is available in which they can make suggestions and comments about the club and how it works. In addition, they are given a copy of all the policies and procedures as part of a welcome pack when their children begin to attend. However, the complaints policy does not reflect the requirements in regulations for investigating and responding to complaints made by parents in writing or electronic form. As a result, parents are not fully aware of how their views and concerns will be respected and acknowledged or how children's welfare will be monitored. Staff understand the requirement for children with learning difficulties and/or disabilities to be offered appropriate help and liaise closely with their parents in order to meet their children's particular needs.

Organisation

The organisation is satisfactory.

Staff work well together as a team, have a clear sense of purpose and a high regard for the well-being of all children. Recruitment and vetting procedures are appropriate and contribute to children being protected and cared for by adults with knowledge and understanding of child development. For example, most staff have appropriate early years qualifications or are working towards obtaining them and all staff are given opportunities to attend courses to update and enhance their skills. All of the necessary documentation for the safe and efficient management of the provision is in place and record keeping systems are used appropriately to meet children's needs. The club's policies and procedures generally work in practice to promote positive outcomes for children.

The effective use of time, space and staff deployment contributes to children's good health, safety, enjoyment and achievement and ability to take an active part in the setting. For example, the adult to child ratio is high and staff spend all of their time interacting with the children. They are always aware of what is happening and what children are doing within the group and as a result, they are able to move quickly to be where they can best support children's care, learning and play needs. In addition, the room is suitably organised to provide appropriate areas for different kinds of play and resources are stored in boxes at low level so that children choose and access them independently and safely.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection the group agreed to improve children's safety by ensuring that fire practices are regularly conducted and that risk assessments are carried out on a long term and daily basis to ensure that risks are minimised at the earliest opportunity. Fire drills are now practised nearly every month and the details are recorded and assessed so that the procedure can be monitored. Risk assessments are carried out regularly and any hazards which require action to minimise them are recorded. However, although the date that the hazard is identified is recorded, no timescale for completing any required action is set. Also the dates that any actions are completed are not always recorded. As a result, hazards to children's safety cannot be properly monitored and a further recommendation has been raised following this inspection.

The group also agreed to monitor and review children's use of resources to ensure that all areas are well used, inviting and appropriate to the ages of the children attending. Staff now observe how different areas of the room are being used and monitor whether boys and girls are accessing all of the resources on offer. As a result, they have modified the home corner area into a comfortable book area where children can rest and enjoy looking at books quietly. This has also allowed them to make the books more easily accessible and inviting to children. In addition, interesting ideas such as making the stage area into a cave at Halloween have helped to extend children's imaginative play.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action to meet the National Standards. The complaint related to National Standard 2: Organisation. Concerns were raised that the manager of the setting had not had a Criminal Record Bureau check (CRB). A childcare inspector conducted an unannounced visit on 11 September 2006 to inspect against National Standards 1 (Suitable Person) and 14 (Documentation). As a result of the visit two actions were identified. One under Standard 1 to demonstrate that robust and rigorous vetting procedures are in place and one under Standard 14 to inform Ofsted of any significant changes or events.

In addition, a further two actions in relation to National Standard 2 (Organisation) were identified. The first was to ensure there is an accurate system for registering children and staff attendance on a daily basis which includes hours of attendance, days, date and the name, home address and date of birth for each child who is looked after on the premises. The second was to ensure that all staff have appropriate induction training, that they are clear of their roles and responsibilities and have an awareness and understanding of the National Standards.

A satisfactory response to these actions was received and the provider remained qualified for registration at the time the investigations were closed. This complaint has been recorded in the setting's complaints record.

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 risk assessments result in an action plan with timescales to identify the action to be taken to minimise the identified risks
- ensure the complaints procedure reflects the changes in legislation with regard to complaints from parents made in writing or electronic form
- increase the range of resources which reflect non-stereotypical gender roles and provide positive images of disability.

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