



South Cave Kids Club

Inspection report for early years provision

Unique Reference Number	314719
Inspection date	20 July 2005
Inspector	Jacqueline Patricia Walter
Setting Address	South Cave Primary School, Church Street, South Cave, Brough, North Humberside, HU15 2EP
Telephone number	01430 424858
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Registered person	South Cave Kids 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?

South Cave Kids' Club is an out of school provision that is run by a committee. It opened in 1995 and operates from a mobile classroom, a classroom, the school library and has the use of the adjoining sports club. It is situated in the grounds of South Cave Primary school in South Cave, East Yorkshire. A maximum of 38 children may attend the club at any one time. The provision is open each week day from 07.45 to 09.00 and 15.30 to 18.00 during school terms, and from 07.45 to 18.00 during school holidays. The younger children share access to a secure, enclosed outdoor play area, and older children also have supervised access to the school playing field.

There are currently 45 children aged from four to eight years on the register, plus another 35 aged eight and over. The children who attend during school terms are all from South Cave Primary School; during school holidays children are accepted from the surrounding areas.

There are nine staff working with the children. The manager and deputy hold NVQ Level 3 in Playwork. One member of staff is a qualified teacher and two members staff are working towards NVQ Level 2 in Playwork.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay very healthy because practitioners are active in following current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, staff preparing food implement effective procedures such as wiping down tables before meals. There are suitable routines in place for cleaning toys and a qualified first aid staff member is present at all times. Children are developing a good awareness of hygiene. Older children are fully independent in personal hygiene and know why they need to wash their hands. Younger children are supported through everyday good practice and gentle reminders by staff.

Children have very good opportunities to practise and develop physical skills both indoors and outdoors. They independently access the outdoor areas at will and enjoy practising skills such as running, jumping and playing with a good selection of bats and balls. They enthusiastically join in with sports events. For example, children and staff were involved in a fun sports activity, where they were racing and timing each other whilst placing bean bags in various hoops. Children also enjoy indoor games and are able to use a large parachute whilst using the adjoining sports hall. They are able to develop other skills such as balancing and climbing through visiting the local park and accessing playground equipment, which also contributes to their good health.

Children are nourished very well through the staff providing healthy and nutritious snacks. For example, sandwiches with various fillings, fruits, yogurts and biscuits are all made available. These are offered during a designated snack time and children are encouraged to choose from the selection available. Children learn about healthy eating and living through the staff talking about the types of food available, through encouragement to try the healthy options and through planned activities with themes that focus on healthy foods. For example, children were able to paint pictures of favourite healthy foods and share parent's expertise and knowledge when trying different foods. Children understand the importance of taking regular drinks and are confident in asking for water at any time. Staff work successfully with parents and collect details of children's special dietary requirements, likes and dislikes. They ensure a vegetarian option is always available. Food for children with allergies is separately made and stored and children that express dislikes are offered alternatives where possible. This in turn ensures children's special dietary needs are extremely well met.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean and suitable maintained environment where risks of accidental injury are effectively minimised. Staff use thorough risk assessments both inside and outside the setting to reduce potential hazards. They have a good understanding of how to achieve a balance between freedom and the setting of sensible limits. Children know they can access all parts of the school fields within identified landmarks and that other toys and play materials are available and can be accessed by staff, on request. This in turn means that children can move around safely and access activities very easily. A very clear policy and procedures are in place which ensure children are safe when on outings. For example, badges are made to identify children within the group and a risk assessment is completed on all the routes and the venues of outings.

Children are developing a good understanding of keeping themselves safe. They understand why rules such as the boundaries in the outdoor area are in place and are confident in knowing the rules regarding safety within the setting, having devised these along with the staff. Children talk knowledgeably and confidently about what they must do in the case of a fire, including being helpful and supporting younger children who may be frightened.

All staff are not fully secure in their understanding of procedures to follow when concerns are raised regarding child protection issues. For example, there is no guidance available for procedures in the event of an allegation being made against staff and some staff are unsure of what to do if concerns are identified and the designated child protection person is not available. As a consequence, children's welfare is not fully safeguarded and staff are left in a vulnerable position.

Helping children achieve well and enjoy what they do

The provision is good.

There are very friendly relationships between staff and children. Children are self assured and confident in expressing views and feelings. For example, they confidently inform staff about meeting a child with special needs in their school environment and express their dislikes of particular biscuits. Staff know children well and meet their individual needs successfully. For example, they escort children to other venues so they can engage in other activities, such as dancing.

Good quality adult interaction and support is in place, which helps children to develop their learning. Some staff are skilled and fully aware of how children learn. They actively engage in playing with the children and challenge and extend their skills and learning through open-ended questions. As a result children are all busy, motivated and interested in the activities. Staff ensure children are given the freedom to make their own decisions about what they want to do and make time and give encouragement for them to repeat their activities. This allows children to gain confidence as they focus and develop understanding.

Staff plan and provide a good and stimulating range of play equipment and resources for both the before and after school care and the holiday provision. Resources reflect all areas of play. They stimulate the interests of the children and in turn develop their skills and learning. For example, sheets, pegs and furniture in the outdoor area allow children to use imagination and build dens. Children who brought in 'Scoobies' were able to share their particular interests and expertise, with staff and other children.

Helping children make a positive contribution

The provision is good.

Children are able to develop a good sense of belonging in the community. They have opportunities to learn about the local environment through local trips to the local park, planned topics and visitors to the setting. For example, the police, fire authority and guide dogs all visit the setting.

Children behave well and are encouraged to gain a good understanding of how to manage their own behaviour. They are able to make lots of choices and share some responsibilities for decisions about the provision. For example, they are involved in devising rules for their safety and expected behaviour. Children are familiar and comply with safety, health and care routines. For example, they make sensible queues when waiting to choose their food. Staff use appropriate strategies that encourage positive behaviour and as a result children work harmoniously and are beginning to be aware of the needs of others. For example, children know they need to help younger children when they practice their fire drill. However, the written statement on behaviour management does not include methods to be used when dealing with inappropriate behaviour, which may result in less experienced staff being inconsistent in and children becoming confused.

Relationships with parents are professional and friendly. They are made welcome and good information is collected and shared regularly with them to ensure the children's care is consistent and appropriate. Staff work effectively with parents and ensure children's individual and special needs are successfully met.

Organisation

The organisation is good.

The out of school provision benefits from good organisation and management. The premises are effectively organised with space laid out to provide good play opportunities for the children. Some activities are planned and play materials are organised safely and effectively, which allows children to develop independence and skills in choice and decision making.

Most policies and procedures are clear and work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. However, children who attend the holiday provision are not allocated to a staff member who is his or her key person and the written statement on behaviour management does not state the methods used to manage behaviour. These in turn

could affect consistency in staff's behaviour management and in effective communication with parents. All legally required documentation is maintained confidentially and stored securely. Effective recruitment procedures that ensure ratios are up held and staff are appropriately vetted positively support the children's care, learning and play.

Staff are well lead and work well as a team. They are deployed well, covering all areas of the setting both inside and outside. They show a commitment to developing their knowledge and improving their practice through training. Overall the provision meets the children's needs of the children who attend.

Improvements since the last inspection

Since the last inspection the staff have taken positive steps to improve children's safety. They now include the arrival and departure time of each child on the children's records of attendance. They have also completed a risk assessment on the kitchen area, which has resulted in this area being out of bounds to children at all times.

Complaints since the last inspection

In June 2004 a complaint was received regarding Standard 12, parents being able to share information and their views and concerns being respected and acknowledged. Ofsted requested a report and discussed the concerns raised with the provider. The provider reviewed their policy and procedures and took positive steps to improve them. The provider continues to qualify for registration.

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 staff's understanding of child protection, with regard to the procedures to follow in the event of an allegation being made against a member of staff. Ensure staff are able to implement policies and procedures in the absence of the designated member of staff
- ensure the statement on behaviour management includes the methods used to manage children's behaviour and that all staff are familiar with these

strategies

- ensure every child who attends holiday provision is allocated to a staff member who is his or her key person.

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