

# Afterwoods Out of School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	255170
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<b>Inspector</b>	Bernadina Laverty
<b>Setting Address</b>	Castle Road East, Oldbury, West Midlands, B68 9BG
<b>Telephone number</b>	0121 429 2542
<b>E-mail</b>	headteacher@lightwoods.sandwell.sch.uk
<b>Registered person</b>	Lightwoods Afterwoods
<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?

Afterwoods Out of School Club opened in 1999. It operates from one main room in Lightwoods School in Oldbury, West Midlands. The group also have the use of the school hall and the Information and Communication Technology (ICT) room. The out of school club only cater for children who attend Lightwoods school. There is a fully enclosed outdoor area available for play.

The group opens five days a week during term time. Sessions are from 08:00 to 08:55 and 15:20 to 17:30. During school holidays the setting runs a play scheme which operates every day from 08:00 to 17:30. Children attend for a variety of sessions. There are currently 69 children from four to eight years on roll. Support is available for children with learning difficulties and/or disabilities and for children who speak English as an additional language.

The club employs five practitioners to work with the children. Three of whom hold appropriate qualifications. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are cared for in a very clean and welcoming environment where they are encouraged to learn about personal hygiene through daily routines. For example, they are reminded to wash their hands to get rid of germs before commencing cooking activities. They are cared for appropriately in the event of an accident or emergency as practitioners are qualified in administering first aid. Detailed procedures are in place, including an accident book that is signed by parents at the end of every session. However, health procedures are not fully understood by all practitioners with regard to notifiable and communicable diseases. This potentially compromises children's well-being.

Children have sufficient fluids to keep hydrated. On arrival at the club, they help themselves to a biscuit and a drink of squash, choosing which flavour they prefer or mixing them together to suit their personal tastes. They are learning about the benefits of a healthy diet as they are provided with healthy and nutritious breakfasts and snacks, including fruit, yogurts and sandwiches. Children's individual health and dietary needs are catered for because practitioners have completed food hygiene training and work well with parents to ascertain and record relevant information pertinent to individual children.

Children enjoy physical exercise, helping to contribute to a healthy lifestyle. They play with good quality, safe and well-maintained toys and resources within a stimulating environment. They participate in a good range of challenges and activities to refine their physical skills. For example, they handle, knives and graters with skill and precision, whilst preparing carrots, pumpkins and potatoes to make pumpkin soup. Full use is made of the indoor and outdoor environments. For example, indoors they can play badminton and tennis as they have use of a large hall. Outdoors, they can practise running, climbing and balancing skills as they have use of a grassed area, climbing apparatus and bikes. This helps to develop their awareness of how their bodies work and the importance of physical exercise.

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

The provision is good.

Children move, safely and independently around this well-maintained environment because their safety is prioritised by practitioners. Risk assessments and daily checks are completed and updated regularly. Access to the premises is monitored as all visitors are required to show their identification and sign in at the school reception. A register is kept up to date, detailing children's hours of attendance. Children are familiar with the self-registration system, which involves hanging their photographs on a string to show their presence. They are safely escorted to lessons after breakfast club and collected from classrooms at the end of the school day.

Children are learning about fire safety as there are clearly defined procedures for the emergency evacuation of the building. Children participate in regular drills every half term. They are developing good awareness of how to keep themselves safe and be alert to risks, encouraged by vigilant practitioners. For example, they are shown how to grate carrots safely with a grater and reminded to tuck their chairs in when they leave a table. This helps children begin to take responsibility for themselves and others. Children independently select activities from a wide range of safe and good quality toys and equipment. These are checked and cleaned regularly which helps to create a stimulating learning environment for children.

Children are well protected from potential abuse or neglect as staff understand the importance of child protection and are clear about reporting procedures. Detailed policies and procedures, linking into the school policy are in place and information for parents is available outlining the reporting procedures.

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

The provision is good.

Children are happy, motivated and enjoy their time within this bright and welcoming environment. They take part in an excellent range of purposeful activities which provides good levels of challenge including, creative activities, dressing up, cooking and sand play. Their learning is enhanced because they have full use of the school facilities including, the ICT suite, school hall and outdoor play area. Children relish the opportunity to practise and develop their ICT skills, demonstrating competence and precision as they independently navigate through various programmes.

Children acquire new knowledge and skills as practitioners positively interact with children during table-top activities to encourage their interest, involvement and imagination. Children are praised for their efforts and achievements helping to enhance their confidence and self-esteem. Relationships are excellent at all levels. Older children demonstrate their social skills by having regard for other children as they play. They considerately share equipment and are proactive in anticipating and offering assistance to younger children as required.

Children confidently initiate conversations with their peers and adults, referring to aspects of their home lives, such as birthday parties. They use comprehensive language in their imaginative play to try out new roles and experiences. For example, they speak in different accents whilst playing an elaborate, imaginary game involving a 'sushi' thief and a sleeping police officer.

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

The provision is good.

Children feel a sense of belonging and are very 'at home' within this welcoming environment. They develop respect for each other as they are encouraged to work together in different groups. This helps them to develop tolerance and consideration. Children's behaviour is very good. They display good levels of self-discipline, such as sharing equipment and spontaneously picking up toys that fall on the floor.

Children are beginning to learn about diversity because toys, resources and displays reflect positive images of culture, gender and disability. Practitioners recognise and acknowledge differences through activities, such as cooking foods from different cultures. Parents and carers are welcome to come in to help with cooking activities and sample the results. This increases children's awareness of a wider society and their understanding of others. Children with learning difficulties and/or disabilities are welcome in the group and included in all activities. Practitioners are good role models and recognise the importance of building children's self-esteem by recognising their achievements and speaking to children sensitively and with respect. This helps children feel appreciated and have a sense of belonging.

Children benefit from the very good partnership between parents and the setting. Feedback from parents is extremely positive. They are reassured by how happy their children are and how well they have settled into the setting. Parents receive detailed information about the service

which helps to promote the welfare of children. Parents' views are canvassed through questionnaires, helping them to have an active voice in the running of the setting.

### **Organisation**

The organisation is good.

Children benefit from attending this well-organised, relaxed, friendly setting. Space, resources and the overall routine are effectively organised so as to support children having maximum freedom of choice. Children play an active part in the setting as there are plenty of opportunities for spontaneous activities, ensuring they develop their own play and contribute their ideas.

Recruitment and vetting procedures are detailed and ensure children are well protected and cared for by experienced practitioners. Staffing ratios and group size supports children's learning and play. Practitioners work extremely well together as a team, demonstrating high levels of commitment and motivation. They are well supported by the senior management team within the school, who regularly observe and evaluate practice within the setting to ensure quality.

Children's personal information is stored securely and confidentially maintained. All required documentation is in place which ensures that parents are well informed about their child's welfare and progress. Overall, the provision meets the needs of the children who attend.

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

At the last care inspection, the provider was asked to: keep a written record, signed by parents, of medicines given to children; ensure all staff are aware of children's special dietary requirements; ensure resources promote positive images of disability and ensure strategies for dealing with unwanted behaviour is consistently applied. Documentation relating to children's records and the behaviour management policy have been reviewed and updated in accordance with the National Standards and relevant guidance. New resources have been purchased that reflect positive images.

The implementation of these recommendations ensures children's health and well-being is promoted.

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

There have been no complaints made to Ofsted since the last inspection. 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 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):

- increase all practitioner's knowledge of the regulation with regard to notifiable and communicable diseases.

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](http://www.ofsted.gov.uk)