

Ashton Gate Out of School Care

Inspection report for early years provision

Unique Reference Number	106902
Inspection date	25 March 2008
Inspector	Timothy Butcher
Setting Address	Caretakers House, Ashton Gate Road, Ashton Gate, Bristol, BS3 1SZ
Telephone number	0117 9833426
E-mail	
Registered person	Ashton Gate Out of School Care
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?

Aston Gate After School Club provides out of school care and is run by a voluntary committee. It operates from a separate two storey building in the grounds of Ashton Gate Primary school, Ashton Gate, Bristol. The club runs both during term time and in the school holidays. During term time the scheme is open from 15.15 to 18.10 and provides after school care for 22 children of primary school age who attend Ashton Gate Primary School. During school holidays the scheme provides care for 24 children all of whom attend full time education. During school holidays the scheme may also use the school hall, library and adjacent toilets. Both schemes use the school play ground for outside play.

The club employs eight members of staff who work directly with children. Of these, two staff hold a level three qualification in Early Years, four staff hold a level two qualification and one member of staff is working towards an Early Years qualification. The club currently supports a number of children with learning difficulties and/or disabilities. The club receives support from the local authority and is a member of BAND.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment. Staff follow hygienic procedures, for example, using anti-bacterial spray to wipe tables. Children know that they must wash their hands after using the toilet and before snack times and do so as routine. Accidents are appropriately managed and the information shared with parents although not all records carry the written acknowledgement that the information has been shared. Children benefit from the very sound induction procedure. The staff consult closely with parents to establish individual health needs. Currently two members of staff are qualified to administer first aid and the setting is in the process of getting the qualifications of other staff updated.

Children enjoy playing outdoors and relish the many opportunities to play outside. Large muscle skills are developed as children play and run around; chasing each other, playing hide and seek and other active games. There is a good range of bikes, trikes, skates and scooters for children to use and these are popular choices for children.

Information about dietary needs and health are shared by parents through the registration processes and staff have a clear understanding of individual children's special dietary requirements and allergies. Children learn about healthy eating through discussion, through the cookery activities and through the poster information displayed. Their dietary needs are met well. They are able to choose from a sound range of fresh fruit and vegetables at snack times and are offered the chance to pick bite-sized fruit pieces at other times. Children are encouraged to drink regularly. There is milk and water at snack times. A jug of water is made available to children inside and there is a water fountain in the playground. Children are able to replace body fluids when they choose throughout the session.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a very safe environment as a thorough risk assessment has been carried out. Risks of accidental injury to children have been minimised through the effective control measures that are in place. For example, fire drills are carried out regularly and children are able to say how they would safely leave the building should there be an emergency. Visual safety checks of equipment and of the physical environment are made by staff. This effectively identifies potential hazards and this is backed by a reporting procedure. The building is kept secure and the entrance door is carefully monitored. Clear signing in and signing out procedures support children's safety and ensure their attendance is registered. Staff are suitably deployed to ensure that children are supervised at all times. They learn about keeping themselves and each other safe for example they are provided with simple explanations about wearing skates inside and why it is likely to be unsafe to do so.

The child-centred environment is made inviting to children. The rooms are made attractive and examples of children's work, photographs and star-charts help create a real sense of belonging for them. Children independently access games, toys and play materials from low-level boxes and open shelving. Children have access to a stimulating and varied range of resources appropriate to their ages, development and interests. All rooms have been thoughtfully laid out to make constructive use of the available space and to offer children choice. Children are keen to choose from the outside play equipment stored in the shed.

The manager has a secure knowledge of the child protection procedures. Staff know to whom they should report concerns. Clear policies and procedures are in place to ensure children's welfare is promoted overall. However, the written policy concerning the procedure to be followed should an allegation be made against a member of staff, is not explicit enough in detail. Children are otherwise well protected by staff who have a clear understanding of their child protection responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very enthusiastic about the provision. They happily endorse the after school club and play scheme. They comment positively on the different types of physical and creative activities provided. Children under eight are collected from their classrooms and older children with parental consent make their own way from the classroom. Children are greeted warmly and settle quickly upon arrival. Children new to the club have an induction session and this supports their easy introduction to the club.

Children enjoy the wide range of exciting activities which are on offer. They have positive experiences through play because activities are well organised and planned to follow their interests. All activities are flexibly presented for example, children are provided with an outline about the range of activities on offer when they meet at circle time. They are able to opt for those on offer or suggest alternative activities. Staff encourage children to pursue their own interests and ensure that appropriate materials are available. Circle time provides some opportunity for children to tell each other about their day or about areas of interest to them. Although this part of the session is not laboured, children who are quieter have less opportunity to speak in the group.

Good quality adult-child interactions ensure children are well cared for and that all children are able to fully contribute or participate. Children on the whole play very cooperatively together, for example, children of all ages sit together to play 'frog murder' and to watch a DVD. Staff are interested in what children say and do and spend time talking and listening to them. Other popular activities include a set time on the computers and the electronic games. Children happily concentrate for good periods of time on creative activities such as colouring and Hamma Beads. Children challenge each other and staff to games of chess and draughts. The holiday scheme provides wider opportunities for children to engage in a range of activities. These often are planned to follow a theme, for example, a host of interesting activities are planned around the theme of 'The great outdoors' and include such things as clay model making, workshops on handling animals, a sports workshop and gardening and planting activities. Many of the activities are inspired by the stated interests of the children and from the direct observations by staff of what children have found of interest. The club has a good range of processes to elicit the preferences and interests of children and includes a feedback questionnaire sent out for parents and children to fill in. This is used to inform future planning. Children are kept well occupied and are happy and content.

Helping children make a positive contribution

The provision is good.

Children generally behave well. Individual children are closely supported by a skilled staff team, who manage children's individual behaviour sensitively and well. The play scheme follows the '1,2,3, Magic Behaviour Programme'. All children know the system in use, know what is expected

of them and are generally responsive to staff. A star chart reward system is used to promote positive responses from children and is very popular with them. Each child has a photograph and a card to display the stickers earned. Children benefit from the clear, consistent and calm boundaries provided, although overall the approach in use is somewhat consequence based. Staff have begun to consider other behaviour management approaches to augment those already established. Children also develop positive self-esteem through the praise and encouragement given to them. Children develop their social skills. They generally relate well to each other, given the wide range of ages.

All children are fully included in the setting. Staff have experience of working with children with special needs. Parents are closely consulted and the setting works cooperatively with carers and other professionals to meet the identified care needs of individual children and to support progress. Good staffing ratios contribute to the quality and flexibility of support provided to individual children.

Children are valued and treated as individuals. Staff have begun to operate a key person system to support children. Information about individual care needs are identified and useful information is recorded. Staff have a clear awareness of such things as children's allergies and dietary needs. Information about children's interests and preferences is comprehensively gathered. Children learn about diversity through meaningful activities. They learn about food from around the world, such as during a cookery activity when children prepare a Chinese stir fry. Festival days from around the world are celebrated with interesting activities such as hand painting. Some of the resources made available show positive images of diversity and some posters also provide useful information.

The partnership with parents and carers is good. Parents report positively on the friendliness of staff, the range and quality of the activities provided; and on the healthy snacks provided. They comment positively about the care provided. Initial and subsequent processes clearly identify the needs of children. An induction process supports children to settle. Information about forthcoming events is provided through a newsletter. A skills register documents the skills and talents that parents have and are willing to share with the group. This utilises their talents and encourages their active involvement in the setting. Policies and procedures and an information pack are made available to parents. This helps to keep parents informed about the setting and how it meets the needs of their child. A complaints procedure and log is in place.

Organisation

The organisation is good.

Children benefit from the well organised environment where time, space and resources are used effectively to offer children a wide variety of experiences, in a child-friendly environment. Children are encouraged and enabled to make decisions about the activities they wish to undertake. The premises are bright and attractive and offer a secure and stimulating environment. Staff plan for a balance of appropriate activities and monitor what children find of interest. Children are generally happy and relaxed because staff are friendly and work well together to facilitate children's individual care needs. They are well cared for and appear settled and content. Children benefit from the good adult-child ratios. Staff are suitably supported by a management committee that has clear roles and responsibilities. All staff are suitably vetted as recruitment and induction procedures are rigorous. A staff appraisal system is in place. There is a strong commitment to continuous improvement. All regulatory documentation is in place and reflect current legislation. Policies and procedures are maintained to promote the welfare

and care of children. Staff have a clear understanding of their roles and responsibilities. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection it was agreed that improvements would be made to the hand drying facilities and to the storage facilities. Since the last inspection the setting has made significant improvements to the storage facilities as the whole house has been refurbished. There is increased storage and resources are now boxed and made easily accessible to children. Shelving in many of the rooms now provides suitable storage space. The hand drying facilities have been up-dated and paper towel dispensers have been installed in each toilet area.

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.

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):

- ensure that parental acknowledgement is consistently recorded on each occasion when information is shared with parents in regard to accidents and incidents
- develop further the child protection policy to ensure that the procedure to be followed should an allegation be made against a member of staff is more explicit in detail.

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