

Ambrosden Out of School Clubs

Inspection report for early years provision

Unique Reference Number 134807

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Inspector Jan Leo

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Registered person Ambrosden Summer Playscheme

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?

Ambrosden Out of School Clubs registered in July 2000. It is a committee run group operated by the Army Welfare Services. They provide a breakfast club and an after school club on the Five Acres County Primary School site, in Ambrosden near Bicester. The clubs use the community room, hall and outdoor areas belonging to the school. They are open to all children who attend the school plus children with special needs from other bases and social services referrals.

The setting is registered to accept a maximum of 25 children from three to under eight years at any time, it also accepts children over the age of eight years. Children attend on a full time, part time or occasional basis and numbers vary each day. There are currently 49 children on roll with an average of approximately 10 attending the breakfast club and 15 the after school club, each day.

The times of operation are currently Monday to Friday 08.00 to 08.50 and 15.00 until 18.00 term time only. There are five staff working with the children, one of whom has a level 3 qualification. A further three members of staff are working towards a nationally recognised qualification to level 2 or above.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children spend their time in a clean environment. They receive a cheerful welcome to ensure they settle quickly and feel emotionally secure within the setting. Those attending the breakfast club start the day with cereal or toast to build energy levels for the day ahead. Children attending after school receive a fairly substantial snack early on in the session and staff provide a drink and biscuit later for those who stay longer. All children choose what to eat and drink from a menu written on a board, placing orders on arrival before finding something to do. This avoids lengthy waiting times and results in snack time being very relaxed. Children sit to eat their food then rinse their eating utensils before placing them in the dishwasher for thorough cleaning. The staff keep eating areas meticulously clean. They follow good practice regarding food hygiene, wearing aprons and disposable gloves routinely when preparing food. Children do not receive a reminder to wash their hands, before and after eating, to avoid the spread of germs and learn good habits for later life. The setting always has a first aider on site and a first aid box to ensure supplies are nearby if children get hurt. They currently have no formal procedure for making sure the box is well stocked and up to date. The school works very closely with the provision and is looking at ways to develop the healthy eating programme, at both the breakfast and after school clubs. Staff attempt to provide a variety of nutritious food but, at times, the snacks are high in carbohydrate and not well balanced.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children use the community room for sedate activities. They have regular opportunities to run around in either the hall or outdoor areas in order to 'let off steam'. Staff make sure they check all parts of the site before children arrive in order to remove hazards and prevent injury. They supplement the daily safety check with close supervision, to make sure children play within a safe and controlled environment; but they do not fully promote good practice to help children protect themselves wherever they play. For example, staff neglect to point out the dangers of running in socks on slippery floors and do not provide safety equipment, such as helmets and elbow pads, for skateboarding. The children make full use of the gentle slope of the playground to whiz along on scooters or skateboards, practising different manoeuvres away from traffic. They have a very suitable range of equipment to offer various levels of challenge to all who attend, which staff keep in good condition. All staff understand their responsibility to safeguard children from abuse or neglect. They know the internal procedures for referring concerns but some lack confidence to act without first taking advice.

Helping children achieve well and enjoy what they do

The provision is good.

The children arrive happily and value the opportunity to play with their friends. All mix well regardless of their age and as a result a busy hum of activity prevails. Staff timetable the right balance of activities to ensure children have a chance to relax and socialise, eat and re-charge their batteries and run around to expend energy before and after school. All children choose what to do and play very well. Staff join in child-initiated games, organise team games and extend children's learning by careful planning of routine activities. For example, one member of staff counts conkers with a child, helping divide them into equal groups; while another

organises a skipping race in the hall, giving clear instructions and joining in herself to increase the excitement. All children write down their choice of snacks and drink to practise their reading and writing skills. Most do so willingly to ensure they get their preferred choice of food. Staff coax the less able children into completing their order, giving help as necessary to develop their confidence. All the children enjoy their time at the setting, whichever end of the day they attend, some at the after school club are very reluctant to go home.

Helping children make a positive contribution

The provision is good.

All children form good relationships with staff and benefit from an informal atmosphere where they can 'be themselves'. The staff talk to children, listen to their opinions and respect their differences. All children are welcome and the staff work closely with the school, parents and carers, to adopt consistent strategies to meet individual needs effectively and ensure continuity of care. As a result, the children know how to behave and generally find themselves complying with the rules they have on display. Occasional minor squabbles arise when children are hungry or tired, staff intervene promptly to restore harmony.

Parents and carers value the setting highly and some children attend both before and after school. Adults receive a welcome when they drop off or collect their children, they feel confident to linger for an informal chat if they have the time. A notice board is clearly visible within the community room on which staff display essential documentation such as the registration certificate, insurance, policies, and an outline of the day. The information board is well thought out, uncluttered and easy to read. However, some paperwork is not detailed and up to date to provide current information about how the setting operates and the operational expectations placed on any group.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Children are looked after by a dedicated team of staff who willingly attend relevant training to increase their skills. They work well together on a daily basis to provide children with exactly what they need at both ends of the school day. As a result, the setting compliments the work of the school by continuing children's development informally. Whilst the day-to-day care of the children is quite good, the setting does not stay up to date with current thinking and review practice regularly to make sure it fully complies with Regulatory requirements. As a result, staff have no accurate record of children's arrival and departure times. In addition, contact details are missing from the complaints and child protection policies, also recent changes, for example, regarding the Safeguarding Children Board are not included. The staff are currently working on a booklet of information to give parents and carers a better picture of how the setting operates. The management team support the staff and oversee practice by dropping in regularly and helping where necessary. However, they have no formal policy to ensure practice remains effective and procedures meet current expectations. The management is very slow to notify Ofsted when there are changes to the committee or supervisory staff, as required, in order for the prompt initiation of the checking process.

Improvements since the last inspection

There were three recommendations made at the last inspection. These were to: ensure daily risk assessments are completed; provide an appropriate range of resources and activities, suitable for all who attend; and ensure children had something to do as soon as they arrive.

The staff now complete daily safety checks to remove hazards before children arrive, keeping a record as evidence for use at inspection.

The children currently have a very appropriate range of toys and equipment for use by everyone. The staff now ask children what they would like to obtain and then seek funding from management to make it possible. As a result, the children have their say and, whilst the resources do not specifically reflect different cultures, they are what the children want, are suitable for everyone, and the children learn to share and take turns in using things.

The staff arrive before the children and now make sure the room is prepared with a choice of activities available from the start. This ensures children settle quickly and helps to promote good behaviour.

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 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):

- improve hygiene by routinely encouraging hand washing and keeping first aid supplies up to date
- promote the use of safety equipment and good practice during play to help children learn to avoid injury
- notify significant changes and events promptly to Ofsted at all times
- improve documentation by routinely recording arrival and departure times for staff and children, including contact details in the complaints and child protection procedures, and ensuring all policies are up to date.

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