

# Skylarks Breakfast, After School & Holiday Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	251631
<b>Inspection date</b>	16 October 2007
<b>Inspector</b>	Sarah Johnson
<b>Setting Address</b>	Guildhall Feoffment Primary School, Bridewell Lane, Bury St. Edmunds, Suffolk, IP33 1RE
<b>Telephone number</b>	01284 716493
<b>E-mail</b>	
<b>Registered person</b>	Skylarks Breakfast, After School & Holiday Club
<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?

Skylarks Breakfast, After School & Holiday Club is managed by a volunteer management committee. It registered in 1998 and operates from two rooms at Guildhall Feoffment Primary School in Bury St. Edmunds. The club primarily serves children who attend the primary school. The club opens five days a week during school term times and during most holidays. The breakfast club is open from 08:00 until 08:45 with an after school session from 15:15 until 18:15. The holiday club sessions are from 08:30 until 17:30.

The club is registered to care for a maximum of 32 children during breakfast and after school sessions and 26 children during holiday sessions. There are currently 44 children aged from four to 13 years on roll for breakfast and after school sessions and 60 on roll for holiday sessions. Children attend a variety of sessions. The setting currently supports a number of children with learning difficulties and/or disabilities.

There are eight part-time staff. Five members of staff have recognised early years qualifications. One member of staff is currently working towards a recognised early years qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's health is positively supported by staff who follow good procedures for health and hygiene. Children are mindful to wash their hands before eating and after using the toilet, often without being prompted by staff. The risk of cross-infection is prevented through the provision of individual paper towels and liquid soap. Children are reminded of the importance of hand washing routines as posters are displayed by the sink to prompt them. Staff have completed training in food hygiene and follow regulations when preparing and storing food, which further promotes children's health.

Staff are appropriately equipped to care for children if they have an accident as they are trained to administer first aid to young children and can easily access a well-stocked first aid kit. In addition, appropriate information is obtained from parents about their children's individual health care needs, including consent to seek emergency medical advice and treatment. The staff keep detailed written records of any accidents, which are countersigned by parents and they follow sound procedures when administering medication. However, children's health is not fully promoted as the medication records do not include sufficient information such as the time when medication is administered and the dosage. Children with specific medical needs receive effective care as staff seek relevant training. For example, several members of staff have completed training to enable them to safely administer medication via an epipen.

Children enjoy healthy and nutritional snacks including fresh fruit and sandwiches, crackers and mini pitta breads, helping to satisfy them after a busy day at school. They confidently spread their own sandwiches and choose from a range of healthy fillings including cheese, tuna, ham and jam. Children help themselves to drinks from the water cooler machine when they feel thirsty, ensuring that they remain well-hydrated throughout the session. Children's dietary needs are met as the staff give full regard to the information provided by parents on the registration forms in relation to their children's allergies, cultural and religious requirements. This information is collated and displayed to ensure all staff are fully aware.

Children's physical play experiences are effectively promoted as they access the outdoors on a daily basis. They enjoy using a range of outdoor and sporting equipment, including footballs, ride-on toys and skipping ropes. The children frequently access the school playing ground, which provides ample space for running around freely and playing team games such as 'Bulldog'. During holiday club sessions, children enjoy trips to the local sports centre to take part in athletics activities and bowling.

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

The provision is good.

Children play in a well-organised environment which supports their care, learning and play and accommodates them comfortably. Displays of the children's creative work and easily accessible resources help to make the two playrooms welcoming places for children to play. The space is organised effectively. For example, snack is served in one room to allow sufficient space for staff to set out activities in the other room. The carpet area is well used by the children as they can spread out in their play and relax comfortably. Although the toilet facilities are primarily designed for younger children with low-level doors, the staff ensure children's privacy as they encourage children to access them individually. Easily accessible storage facilities enable children

to self-select from the broad range of stimulating resources and equipment on offer. Children are well aware of the resources available to them and feel comfortable when requesting additional resources from the outdoor storage shed.

Staff are motivated in providing a safe environment in which children can play as they identify hazards and minimise risks during daily risk assessments. Children are encouraged to take responsibility for their own safety. For example, the staff remind children to keep their chairs on four legs when sitting at the table. Effective procedures ensure children's safety. For example, visitors are asked to confirm their identity and are recorded in a visitor's book to control unauthorised access. All the required fire safety precautions are in place and staff practise fire drills with the children at least twice every term to ensure they know what to do in the event of a fire. During holiday sessions, children take part in safe and well-organised outings. For example, staff obtain written permission from parents, complete risk assessments in advance and ensure appropriate adult to child ratios.

Children's welfare is well-promoted because most staff have completed training in safeguarding children and they are fully aware of their responsibilities in protecting children. There is a clearly written policy in place for child protection, which details an appropriate procedure to follow with relevant contact numbers for staff to use should a concern arise. The policy also includes a comprehensive procedure to follow should an allegation be made against a member of staff.

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

The provision is good.

Children play happily at the setting as they have established secure and warm relationships with each other and the staff. When they arrive, they quickly settle into the routine as they hang up their belongings and find a seat next to their friends at the snack table. Staff are lively and fun. They enthusiastically take part in all activities and consequently children enjoy their time at the club. Children develop a sense of self-worth as staff show a genuine interest in what they say and do and take time to listen to them. For example, throughout the session, the children initiate conversations with the staff, readily sharing information about their time at school and their interests.

The organisation of activities is planned effectively in advance using daily planning sheets, ensuring children are provided with a wide range of play experiences and resources are rotated. Staff sometimes seek the views of children when planning activities to ensure children remain engaged in activities which meet with their interests. They particularly enjoy activities which foster their imaginations and creativity. For example, children enjoy using large sheets to make dens in the corner and they spend some time making gardens from foliage for their clay hedgehogs. Children take part in frequent cooking activities where they access the school's cooking facilities to make delicious recipes such as ham and cheese parcels, fruit kebabs and crumpet pizzas. Children take part in fun themed events at the holiday club, such as handling different reptiles and wearing wacky hair, nails and face paint.

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

The provision is good.

Children feel valued by staff who respect their individuality and ensure they are all able to fully access resources and equipment which meet their individual needs. Activities are adapted to ensure they are inclusive to all children and staff offer sensitively tailored support as and when

required. Children develop a good sense of belonging. For example, they ask to have their photograph taken as they proudly hold up the sandwich they have spent time decorating. Their achievements are shared with the rest of the group and they are encouraged to take their creative work home to show to their parents. Children become aware of diversity as they access a range of resources which reflect positive images of diversity and celebrate different festivals. For example, they decorate handprints and paint candles for a Diwali display. The setting has a very positive approach to supporting children with learning difficulties and/or disabilities and staff are proactive in completing training which helps them to effectively support children with specific needs. A clear written policy details all support and intervention processes which are in place. As a result, staff have a good understanding of how to best support children, working closely with their parents and other professionals.

Children's behaviour is very good as staff are skilful in creating a caring environment which encourages children to develop respect and to build constructive relationships with each other and the staff. Staff use a range of positive strategies to support children's behaviour, including consistent praise when they are helpful or courteous to others. A clear set of 'golden rules' has been agreed by the children and staff in partnership, providing consistency and helping children to understand clear expectations and boundaries.

Children benefit from the friendly and approachable relationships which staff foster with their parents. Parents are welcomed by enthusiastic staff when they collect their children and information is exchanged verbally to provide continuity of care for the children. Parents are invited to view the policies and procedures in the operational plan and are kept fully informed through updates posted on the informative notice board and regular newsletters. Parents are encouraged to contribute their views through the provision of a box for posting comments forms and occasional questionnaires, enabling the staff to build on any suggestions made. A complaints policy is available to parents, however, the policy does not fully meet requirements such as the correct address for Ofsted as the regulator.

## **Organisation**

The organisation is good.

Children are cared for by caring staff who are committed to offering a fun and safe environment for children to play and relax during out of school hours. They are safeguarded by sound recruitment and vetting procedures, which are in place to ensure that they are never left alone with adults who have not been suitably vetted. Children benefit from well-qualified staff who access ongoing training to ensure they remain up-to-date with current good practice. For example, the manager has completed short courses in working with parents, managing challenging behaviour and a 'cool ideas for cool kids' workshop.

Sessions are well organised and staff work well together to form a strong team with their roles and responsibilities clearly defined in their job descriptions. Children experience good levels of supervision and individual attention from staff as the required adult to child ratios are consistently met and staff ensure they spend a majority of their time interacting with the children. The written policies and procedures are reviewed regularly and work well in practice to promote positive outcomes for children. All the required documentation and consents are in place and stored securely to ensure children are cared for in line with their parents' wishes. However, children's safety is not fully maximised as the daily registers do not include the actual hours of arrival and departure for individual children. Children benefit as the staff are currently completing the self-evaluation process in order to identify and address any areas for improvement at the setting.

Overall, children's needs are met.

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

At the last inspection the provider agreed to take steps to increase staff vigilance so that children are supervised at all times and to deploy staff to ensure children's safety. Children's safety is prioritised at the setting as staff are vigilant to ensure that children are supervised at all times and staff are deployed effectively to ensure good levels of supervision and direct support at all times. For example, the manager ensures that staff ratios are maintained when some children choose to play outdoors and some remain indoors.

The provider also agreed to update resources to reflect diversity and to implement positive methods of behaviour management. Children enjoy using a growing range of resources which reflect positive images of diversity, helping them to develop a balanced view of the world around them. For example, they look at books about different cultures and play with characters dressed in ethnic clothing. Children are learning clear boundaries whilst at the setting which helps to support their behaviour. Staff have attended training to help them to deal with challenging behaviour by drawing on a range of positive strategies. For example, they are good role models and consistently praise children to reward desirable 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 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 medicine records include details of the time medication is administered and the dosage amount
- update the written complaints procedure to reflect current requirements, including the current contact address for Ofsted as the regulator
- ensure daily attendance registers include the actual hours of arrival and departure for children and staff.

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)