

The Studio

Inspection report for early years provision

Unique Reference Number	EY266685
Inspection date	28 August 2007
Inspector	Jane Williams
Setting Address	Tudor Road, West Bridgford, Nottingham, Nottinghamshire, NG2 7PR
Telephone number	0115 9744120
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Registered person	West Bridgford Out of School Care Ltd
Type of inspection	Childcare
Type of care	Full day 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?

West Bridgford Out of School Club Care Ltd opened in 1999. The West Bridgford Junior School site provision is known as The Studio and operates from a purpose built portable building which is situated within the school grounds. The setting also have access to a large enclosed outdoor play area. The provision is situated close to the town centre of West Bridgford and serves families within the local area. Children are taken and collected from Abbey Road Primary, St Edmund Campian Primary and West Bridgford Infant and Junior schools.

The setting is registered to provide 85 places for children and there are approximately 200 children on roll. The Studio operates five days a week Monday to Friday, with the opening times being 07:45 to 09:00 and 15:30 to 17:45 during term time. Full day care is available during school holidays from 07:45 until 17:45. Children attend a variety of sessions each week, depending on parental wishes. The setting provides support to children with learning difficulties and/or disabilities.

There are 11 staff available to work with the children. Eight of these hold relevant early years qualification, with other staff members currently training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment. Staff follow appropriate hygiene procedures to ensure children's health is promoted. Tables are cleaned before meals and snacks are prepared appropriately. Children are encouraged to care for their own personal hygiene through daily routines such as washing hands before eating and after using the toilet. Posters are displayed as a reminder to children of the importance of washing hands. Clear systems are in place to ensure the well-being of children. Medicine records with parental permissions and acknowledgements are in place. Accidents are recorded and staff ensure parents' signatures are obtained to show they have been informed. Children's welfare is ensured as staff have current first aid certificates.

Children are well-nourished and healthy eating is promoted. Agreements are in place with parents who provide packed lunches. The setting provides a tea-time meal such as cucumber sandwiches and cherry cake. Children are able to enjoy a selection of fruit as a snack and they do not become thirsty as water and diluted juice is freely available. Children are involved in activities that promote healthy eating and create displays of foods that are good to eat. Children have good opportunities for fresh air and physical activities. They freely access the school playground and playing fields. Children enjoy playing football, tennis and group ball games. They benefit from being outdoors as they engage in craft activities. Through arranged outings children have a good variety of experiences such as den building and cycling.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in a bright and welcoming setting. Posters, children's art work and photographs of activities are displayed throughout. Information for parents and children is available on notice boards. Children are able to play safely as space is well-organised into areas for play, craft, quiet times and eating. Their well-being is promoted because they are able to enjoy outdoor play in a safe and secure environment. Children have good opportunities to play with appropriate equipment that is checked and maintained by staff.

Positive steps are taken to minimise hazards. Socket covers and appropriate safety equipment is in place. A health and safety policy supports the setting in ensuring children's safety. Risk assessments and daily checks are carried out. Children learn about keeping themselves safe through practising emergency escapes. They have opportunities to understand legal requirements such as the need to use booster seats in vehicles and a height chart allows them to check their own height. Children are well-protected as the setting has good arrangements to ensure they are safeguarded. An appropriate policy and procedure is in place that is clearly understood by staff. Staff demonstrate a good understanding of child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the setting. They benefit from the broad range of activities that are provided. They have fun creating their own mini-beasts using a variety of materials and techniques. They manipulate clay using tools to create models and make spider hats with card. Children enjoy playing memory games with staff members, developing mental and social

skills. A range of books and comics mean that children are able to read and have quiet times when they wish to. Small world toys provide opportunities for children to use their imagination. They play with a castle and fairy land setting. Children's interests are supported as the role play corner is themed around a children's television programme. Most children are fully engaged, however, challenge is not always provided to effectively ensure all children take part or remain engaged in activities.

Children move confidently around the setting and are able to access toys and equipment. They are encouraged to provide suggestions about the activities they would like to do. Staff and children relate well to one another. The setting plans a good balance of activities, including outings to places of interest and longer periods away when they go to a youth hostel. Some observations are carried out and staff are beginning to use the information when planning activities. However, they are not always used effectively when planning activities to ensure challenge and extension is provided to meet the individual needs of children in all areas of development.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern and are valued. Staff take an interest in what children say and what they are doing. Information about children's needs are recorded on admission. A good range of resources and activities promote the differences in people and in cultures so that children can learn about others in a positive way. Children learn about a variety of cultures through celebrating festivals from around the world. They learn about their own community through regular visits to places of interest. The welfare of children with learning difficulties and/or disabilities is promoted well. They are welcomed into the setting and provided with good quality care that ensures they are able to access the activities provided. Staff are attentive to their needs and have specific training so that they are able to support individuals.

Children are well-behaved in the setting. Their good behaviour is supported through an appropriate behaviour management policy and rules devised by the children. Behaviour is closely monitored by staff and any incidences that are of concern are recorded and discussed with parents. Staff act as positive role models showing respect and kindness to children. The needs of the children are well met because of the good partnership between the setting and parents. Contracts with parents are in place on admission and they are provided with a comprehensive information booklet. Useful information is displayed around the premises and parents have access to the setting's policies and procedures. An appropriate complaints policy is in place that parents are fully informed of. A newsletter provides regular information about the activities and staff provide daily information about individual children through informal chats with parents.

Organisation

The organisation is good.

Children benefit from being cared for by staff who are committed to their welfare. They ensure that their own knowledge and skills are kept up to date so that they are able to offer appropriate care. Children's safety is ensured as staff are vetted and are appropriately qualified. Space is organised well so that children have good opportunities to play, eat and rest in comfort.

The welfare care and learning of children is well-supported through a good range of policies and procedures. Records such as registers for staff and children are appropriately maintained. Children's individual records are generally well-organised. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the setting was requested to ensure that the written procedures for behaviour management includes bullying and states clear methods used to manage behaviour to further enable staff to manage a wide range of children's behaviour. This has been addressed and staff demonstrate a good understanding of strategies to use, to promote good behaviour. As a result, the outcomes for children have improved.

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):

- continue to develop the use of observations to inform the planning of activities to provide challenge and meet the individual needs of children in all areas of development.

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