

Holly Lodge After School Club

Inspection report for early years provision

Unique Reference Number	EY218459
Inspection date	06 November 2007
Inspector	Deborah Jaqueline Newbury

Setting Address	Stratford Road, Ash Vale, Surrey, GU12 5PX
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Telephone number	01252 548390
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E-mail

Registered person	Holly Lodge After School Club
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Type of inspection	Childcare
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Type of care	Out of School care
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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?

Holly Lodge After School Club registered in 2002. It is a committee run group. Members of the committee are made up from parents of children attending the setting. The club operates from an external classroom in the grounds of Holly Lodge Primary School in Ash Vale, Surrey. The club has access to the school's playing fields and playgrounds. The after school club is only available to children attending Holly Lodge School.

The club is registered to care for a maximum of 23 children from 4 to under 8 years of age at any one time, although it accepts children up to 11 years of age. There are currently 39

children, aged from five to 11 years, on roll. Children may attend for a variety of sessions. The setting makes provision for children with learning difficulties and/or disabilities and those who speak English as an additional language.

The club opens five days a week (Monday to Friday) during school term times only. Sessions are from 15:15 to 18:00.

A total of seven members of staff work with the children; of these two hold recognised early years/play work qualifications. There are three members of staff who are currently attending relevant training programmes. Everyone holds a current first aid certificate.

The setting receives support from the school and the Early Years and Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The room where the club meets is maintained in a clean condition. Children follow good personal hygiene practices as part of their usual routine; for instance washing their hands before eating. They display understanding of the reasons why they need to do this as they talk about germs. All members of the staff team hold a valid first aid certificate which means they can take appropriate action in the event of a child sustaining a minor injury. They are reassuring towards children who do hurt themselves, for example whilst playing outside, and treat them with care and consideration.

Children move confidently around the setting, negotiating space well. They have opportunities to play outside every day if they wish, weather permitting and thus benefit from spending time in the fresh air and burning off energy after a busy day at school. Children make their own decisions about what they do; some organise a game of football, whilst others choose to practise walking on stilts or simply walk around the playground in small groups, chatting to one another. Staff recognise that some children prefer to sit quietly and relax by watching television or playing on the computer and they permit this. Children develop both their fine and gross motor skills and improve dexterity as they play pool and use scissors, pens and pencils whilst undertaking activities.

Drinks are available throughout the session ensuring children do not become dehydrated. They have a small snack on arrival at the club and are offered toast later on in the session. They are encouraged to add spread and any topping they have brought from home themselves which supports their developing independence and self-help skills. Staff are in the process of introducing healthier options and spend time explaining to children why they are being offered raisins rather than the biscuits that some children request. Children undertake activities which enable them to learn about healthy foods and to promote a positive attitude towards good nutrition. They have, for example, participated in a healthy food week where they took part in a healthy food quiz, made fruit smoothies and tasted different foods.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The after-school club meets in a classroom that is used for other purposes during the school day. Some resources, such as musical instruments which are not used by children attending the club, have to remain within the room. This places some constraints on the overall organisation of space. However, staff put a lot of effort into presenting the room differently; for example by re-arranging furniture and changing the layout, so it looks less like a classroom. The room is bright with good levels of natural light and is maintained in a satisfactory state of repair. Children have sufficient space to move around and explore the different resources set out ready for them, or else help themselves to items stored on low level open shelving units. Children

use a suitable range of furniture, equipment and resources that are appropriate for their ages and stages of development. Items are checked regularly to ensure their safety.

Children display a good understanding of how to behave appropriately and think of their own safety and that of others; for instance they are aware that they must not run around indoors and the possible consequences of this and the need to inform an adult if they wish to go outside. Staff notice when children are acting responsibly and in a safe manner. They comment favourably on their behaviour.

Children's safety receives mostly good attention. Written policies and procedures underpin practice and staff are vigilant of children at all times, supervising them carefully. A daily safety check list is completed before children arrive. This covers most aspects of safety although does not specifically identify the heaters as an area for checking. Staff do notice when a heater becomes hot to the touch and take measures to protect children from accessing it although a lack of initial monitoring as part of the safety checklist could potentially place children at risk. Fire drills are conducted to develop staff and children's awareness of the procedure they should follow in the event of it being necessary to evacuate the premises, although these are only done every six months. Staff implement good arrival and collection procedures to ensure children's safety.

Staff are aware of their responsibility with regard to child protection. All members of the staff team have attended appropriate training and relevant information to guide them in the procedures they should follow if they have any concerns is easily available. Parents are informed of the setting's responsibility. Thus, children's welfare is safeguarded and promoted.

Helping children achieve well and enjoy what they do

The provision is good.

There is a very happy and lively atmosphere evident at this after school club, which is characterised by a constant buzz of conversation and busy, well-occupied children. Children enter well and clearly feel very much at ease. They are warmly greeted by staff on arrival and chat freely with them. As a result, children form good relationships with the adults caring for them. Their confidence is fostered because staff acknowledge them and show interest in what they have to say and in what they are doing. They value children's input; for instance during a planned craft activity to make springy spiders, they happily take the children's own ideas on board, and allow them to develop the activity in their own way. Thus, the spiders become 'friendly' monsters. Children are proud of their creations and show these to others, whilst others pin them up on the wall until it is time to go home.

Children make their own decisions about what they do, whether playing board games, having a turn on the computer, playing pool, drawing or taking part in the daily planned activity. They play co-operatively with one another and also invite staff to join in with what they are doing. Staff do this willingly.

Children are presented with an interesting range of planned activities. For instance, they have taken part in a competition to celebrate children's creativity, for which they won first prize. This resulted in the opportunity to work with an artist to create mosaic stepping stones which now adorn the area outside the building. They have found out about birds during a bird week and made bird feeders. Everyone was invited to take part in a 'big draw' - the results of which are displayed attractively in the foyer for everyone to enjoy.

Children have access to a broad range of play materials. They are encouraged to express their views and opinions about the activities they take part in, for example through completion of questionnaires. Children indicate that they enjoy coming to the club.

Helping children make a positive contribution

The provision is good.

Children behave well; they share and take turns. They have a clear understanding of the expectations for behaviour as they have helped devise the club rules; these focus on positive outcomes such as having fun, smiling and being kind to younger children. Each rule has been written up on a paper 'brick' which forms part of a display, and is therefore easily visible by everyone. Children sign their names to another 'brick' to indicate that they will adhere to the rules. Children receive lots of praise which promotes their self-esteem and adds to a positive self-image. They are keen to share their achievements with staff, whether that entails showing them their artwork or announcing that they have managed to pot two balls at the same time whilst playing pool.

Children are treated as individuals and with equal concern. They are not restricted in any way in their choice of play materials and staff seek children's views about activities they would like to see offered at the club. Children have access to resources and activities that reflect positive images and help them to learn about diversity and gain a sound awareness of cultural and traditional events. Staff display children's art work which adds to their sense of belonging and helps them understand that their efforts are appreciated.

Relationships with parents are friendly. They are warmly greeted when they arrive to collect their children and staff spend time talking to them. This helps them to feel welcomed and ensures that staff and parents can exchange information about children and thus, ensure that their needs are met. Parents receive their own copy of the club's main policy statements for easy reference and can read the full set of policies and procedures as these are freely accessible. Other useful information about the club is displayed. Parents can play an active role in the management of the club by joining the committee if they so wish and are invited to contribute their views by completing questionnaires. Parents spoken with during the course of the inspection indicate that they are very happy with the after school club and find staff to be friendly.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides.

Holly Lodge after-school club is a committee run group and responsibility for the management of the provision is shared between the committee and the day to day manager. Committee members spend time in the club when they collect their children and the manager attends committee meetings, which ensures an exchange of information. Staff are valued. They all work together well as a team to support the children who attend. They are aware of their roles and responsibilities which means sessions flow well. The high adult to child ratio mean that staff can meet individual children's preferences to play outdoors or inside and avoids the necessity of the whole group going out or staying in en masse. Appropriate recruitment and vetting procedures ensure that children are cared for by adults who are suitable to do so. Most members of the staff team are qualified to Level three or are undertaking relevant training in Play work

at present. They take advantage of training opportunities and have appraisals to identify development needs.

Comprehensive policies and procedures, which are reviewed regularly, underpin practice and contribute to the health, safety and welfare of children attending the club. Required documentation is in place; this is stored securely and staff implement good procedures to ensure confidentiality for children and their families.

Improvements since the last inspection

The last inspection recommended that the setting should review and improve several aspects of its documentation and arrangements for ensuring parental consents are in place. A detailed operational plan is now in place with comprehensive policies and procedures that underpin the efficient management of the provision. A risk assessment for the club is undertaken by the school. Staff have devised their own system for checking the premises each day and identifying potential hazards. This covers most areas.

Children's actual times of attendance are recorded and parental agreements are in place to verify who is responsible for the children attending an after school activity during the same hours as the after school club. Systems are in place to ensure that staff obtain written permission from parents before administering any medication to children and all accidents and existing injuries are recorded. There are currently no children attending the club who require invasive medication but the club manager is very aware of the importance of ensuring staff have appropriate training before doing this.

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:

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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 arrangements for monitoring the temperature of the heaters and consider implementing more frequent fire drills.

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