

Springfields (Yarnfield)

Inspection report for early years provision

Unique Reference Number 218366

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Inspector Valerie Thomas

Setting Address Staffordshire County Council, Springfields County First School, Yarnfield, Stone, Staffordshire, ST15 0NJ

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Registered person Springfields Out of School Club

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?

Springfields (Yarnfield) Out of School Club opened in 1997. It operates from a classroom and the hall within Springfields First School, Yarnfield, in Stone. It is situated on a residential area and serves the local community and surrounding areas. A maximum of 24 children may attend the club at any one time. It is open each weekday from 07.30 to 09.00 and from 15.30 to 17.30 during term time and from 08.00 to 17.00 during school holidays. All children share access to an outdoor play area.

There are currently 40 children from three to 11 years on roll. The club currently supports children with learning difficulties and/or disabilities.

The club employs six members of staff who work with the children. Of these, three hold appropriate early years qualifications. There are two members of staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health within the setting is supported appropriately through the clear routines which are implemented. Children line up to go to the bathroom to wash their hands before snack and they know that this removes the dirt and germs before they have their food. Effective procedures are in place for sick and infectious to children help prevent the spread of infection. There are systems in place for recording accidents and administering medication. However, the records are not always signed by parents to ensure a clear exchange of information. This does not fully promote children's well-being.

Children's dietary needs are met in partnership with parents and all needs are fully discussed and recorded. Healthy snacks are provided at snack times before and after school. Children have good appetites and enjoy eating the cheese sandwiches and varied range of fruit. During school holidays children bring packed lunches. Drinks are readily available and children are encouraged to drink milk or water. This helps children develop a positive attitude to healthy eating.

Children have good opportunities for playing outside in the fresh air and developing their physical skills. Children have great fun as they run around outside and use the challenging equipment on the playground outside. They balance well as they walk along the chains and the wooden poles and thoroughly enjoy throwing the ball into the air and trying to catch it. Consequently, this encourages children to develop a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

There is adequate space within the setting to provide children with a varied range of activities. They are mainly based in one room but also have the use of the hall on occasion. The outside area is large and offers good space for children to run around. All areas used by the children are maintained appropriately and offer a welcoming environment. There is a good range of resources available. Children are able to make decisions about their play through choosing from the toys set out by staff and accessing other resources which are easily accessible in the room.

There are suitable processes in place to keep children safe. Daily safety checks are made to ensure all areas are safe and appropriate for children's play. For example, the gates on the outside area are checked to ensure they are locked and the toilet areas are checked before use. Fire evacuation procedures are displayed and drills are practised each half term. Children know that they need to go out of the door marked with a fire exit sign, line up on the playground and wait for their name to be called. They also learn the importance of keeping safe as they play. Staff tell children that they need to be careful when they are carrying the chairs and older ones know that they have to be careful with younger ones so that they do not knock them over. This helps children take responsibility for keeping themselves safe.

Child protection procedures are clearly understood by staff. They have a sound understanding of the indicators of abuse and know the correct procedures to follow for reporting concerns. There is a written policy in place which gives appropriate guidance to staff. Consequently, children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children experience a wide range of activities and show much enjoyment and interest as they play with the toys and equipment. They enjoy creating their pictures and concentrate well as they make a three dimensional church and graveyard with their friends. They pretend to make birthday cakes as they play with the dough and are enthusiastic as they play imaginatively with the 'launch pad' together. Children are able to access other resources as they build with the construction kit making a car and pushing it along the floor. Staff extend children's learning well as they play, showing them how they can use the pencils and writing pads with the telephone in the home corner. They help children to learn about the environment by taking food out to the compost bin and helping to water the plants.

Children's independence is developing well and their confidence is promoted effectively through good use of praise. Children help to tidy the toys away ready for snack and put on their own coats to go outside. Consequently, children are learning to become self-sufficient. They are told they are good for eating their fruit and how fantastic their pictures are. As a result, children are happy and confident in the setting.

Helping children make a positive contribution

The provision is satisfactory.

Relationships with parents are positive and friendly and some are involved in the running of the club. Children's individual needs are fully discussed and recorded and daily discussion keeps parents informed of their child's well-being. However, methods to ensure parents are fully aware of the settings procedures and how children will be cared for are not fully effective. Some of the policies and procedures are not actively shared with the parents. This does not promote children's welfare.

Children behave well and enjoy positive relationships with the staff and with each other. They respond positively to the clear boundaries set. They take their elbows off the table as they eat their snack when reminded by staff and give the ball back to their friend when asked. Staff praise children regularly to help them feel good about themselves. There is a varied range of resources to promote positive images of culture, gender and disability. For example, there are posters, books and home corner equipment and staff discuss activities and festivals that are celebrated in school with children. This helps them to develop their knowledge of diversity and understanding of others. There is suitable support for children with learning difficulties and/or disabilities and staff work in partnership with parents and other agencies to ensure individual needs are met.

Organisation

The organisation is satisfactory.

There is an appropriate level of staff who work with the children to ensure that at least half have a childcare qualification. However, one of the managers does not have a level 3 qualification which has the potential to compromise children's welfare. Recruitment procedures are satisfactory and ensure that all staff are appropriately vetted through obtaining references and completing criminal records bureau checks. However, there are no formal procedures to assess ongoing suitability. Potentially, this compromises children's safety as staff are not routinely asked about changes in their circumstances.

The setting is organised well on the whole. Most documentation is in place and attendance records show that ratios are met. Children are relaxed and form good relationships with each other and respond positively to staff requests. Staff ensure they listen to children and provide effective support as they play. This promotes a harmonious environment. Consequently children are happy in the setting. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to devise and implement procedures to be followed if a child is lost or not collected and make sure that premises are secure and that children are unable to leave them unsupervised.

Written procedures for lost and uncollected children are now devised and staff fully understand the procedures. The premises are secure and staff monitor access at the main reception area. If the doors need to be left open for any reason then school staff ensure the staff at the club are informed so that they can be extra vigilant. A chime has been fitted above the entrance door to the room which indicates that someone is entering or leaving. This helps to ensure the safety of children.

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):

- demonstrate how the person in charge will hold a level 3 qualification appropriate to the post
- devise and implement procedures to ensure the ongoing suitability of staff
- ensure information is shared with parents with regard to the procedures for complaints, child protection and behaviour management
- ensure accident and medication records are signed by parents.

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