

Lets Play (NW) Ltd Out of School Club

Inspection report for early years provision

Unique Reference Number	502418
Inspection date	13 December 2007
Inspector	Mary Kilroy
Setting Address	Davyhulme Junior School, Canterbury Road, Davyhulme, Manchester, Lancashire, M41 7DB
Telephone number	0161 976 5342
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Registered person	Let's Play (NW) Ltd
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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Let's Play (NW) Ltd. Out of School Club opened in 2001. It operates from Davyhulme Junior School and has the use of the junior and infant dining halls, and the junior playground. A maximum of 84 children may attend the club at any one time and there are currently 60 children on role. The before and after school sessions operate five days a week, during Trafford school term times from 07.50 to 09.00 and from 15.15 until 18.00. During school holidays, sessions are from 08.00 until 18.00. All children share access to a secure enclosed outdoor play area.

The out of school club serves the local area.

Nine staff work with the children and, of these, three quarters hold an appropriate early years qualification. The setting receives support from Trafford Surestart.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from seeing clean and well presented play areas and attractive displays of their work. The premises are child friendly and notices and colourful posters in all play and bathroom areas are used to raise their awareness of health issues and how to remain healthy. These include lots of healthy eating information and personal care reminders, such as on hand washing and caring for teeth. Children are reminded to wash hands at appropriate times, after using the toilet, before snack time and before food preparation activities. The spread of infection is prevented by using individual towels and trapping germs in tissues and children have good personal care skills. They can access the bathroom facilities independently, which fosters their independence and self help skills. Children are learning about being healthy at an age appropriate level, such as answering 'We may get a stomach bug that will make us feel poorly'. Hygienic practices and good routines are evident in the bathroom. There are good effective policies for children who are ill and parents are kept well informed of infectious diseases present in the club or in school. The staff were not fully aware of the circumstances in which food poisoning is notifiable.

Children are learning about being healthy, in topical and fun ways that are relevant to their interests and ages. These include seeing and discussing posters of favourite local sports people endorsing 'five a day', the recommended minimum portions of fruit and vegetables required to sustain a healthy diet. The pictures of football players are particularly noted and related to by the children, as almost all the children enjoy football. There are before and after pictures of a well known television chef, which demonstrate the effects of a poor diet on the body. Children enjoy creating their own posters on having a healthy lifestyle and creating healthy meals, such as fruit kebabs and tortilla wraps with healthy fillings. They enjoy experimenting with colour and texture and take turns as food tester, comparing and saying what they think of the creation.

Children are learning about being and remaining healthy by choosing from a range of healthy options at snack time. These include a wide variety of fresh fruit and yoghurt daily and healthy drinks, including water are always accessible. Fresh drinking water is always available and children self select to increase their opportunities to be independent and to encourage their self help skills. Children can choose to use a drinking fountain and they know that they need to drink more during hot weather and after exercise to remain healthy. Jugs of water are taken outside and regularly replenished, or children can choose to come inside to refresh themselves. Thus, they are learning how to keep well hydrated. Fresh juice is provided at breakfast club and sugar free squashes help to protect growing teeth. Children use healthy recipes when cooking and baking to give them opportunities to develop a range of tastes and protect their teeth. However, staff are sensible about occasional treats with parents permission and children enjoy making seasonal items. Staff know the children's likes and dislikes well and school menus are displayed to keep parents well informed.

Children have lots of opportunities to enjoy large and team activities, bouncy castle and games and fresh air daily as they play out, visit parks and enjoy outings and nature walks. This develops children's strength, confidence and coordination. Children enjoy sport, particularly football and know that fresh air and exercise makes them grow well.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in bright, safe and child friendly premises, which are well maintained. Activities are well presented and children access them eagerly and confidently. Attractive displays of children's independent art work help to develop their sense of belonging within the setting and create a homely atmosphere. Older children are able to walk through the school premises to the club, to foster their independence. Younger children and those from another school are collected and accompanied by staff, who have safe procedures in place to ensure children remain safe.

Good policies and procedures ensure that children remain safe. These are updated frequently as requirements change. Staff and children are trained in general road safety, such as finding safe places to cross, using the pelican crossing safely and acting sensibly near traffic. Children know the green cross code or about the road safety hedgehogs scheme and are learning important safety and life skills on the walks to and from the premises or on nature walks and outings. Children are learning about how to remain safe through planned activities, such as safety word searches, studying and discussing pictures of hazards and effective posters including 'Think Road Safety'. They regularly practise and understand the emergency evacuation/fire plan and are learning from this how to keep themselves safe. Children are confident when it is used and they review the procedure with staff and help them to identify safety gaps. They have visits from the fire brigade, who teach them safe strategies for life. Children understand and have regard for the rules around safety, such as not going through doors alone or opening doors, even if their parent is seen.

Premises, toys and equipment are safe and suitable. Children remain safe because they understand safety rules, such as by learning to carry chairs, equipment and tools safely. They know that rules are in place to protect them. Staff regularly remind children of safety issues. They carry out fortnightly risk assessments and daily checks of the premises before play. Children benefit from having key worker groups for good supervision. There is an effective health and safety policy. There is a good system for safe entry and a visitors book. The identity of visitors is carefully scrutinised by staff. The premises meet all the requirements of the fire officer and the environmental health department.

The club have a Safeguarding Children policy which includes procedures should allegations be made against members of staff. The manager is the designated person for child protection and staff understand the procedures. She has read 'What to do if you are worried a child is being abused', and ensures her policy and procedures meet this. Children are provided with lots of information, advice and opportunities to see and create their own posters on safety, such as 'Say no, never go', about stranger danger. Staff regularly discuss safety issues with them, particularly as darker evenings, Halloween and bonfire night approach and children are directed to local organised firework displays.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a well planned range of activities including craft, paint and junk modelling. They have good opportunities to use natural materials including those that they have collected themselves on nature walks. This enhances children's sensory experiences. Children's developmental needs are met well with a stimulating range of imaginative and creative play equipment and dressing up clothes. They have fun and are encouraged to try all areas of the

play provided. The available space is well planned with two large rooms used for different age groups and a year six area and table, so that the oldest children can have their needs for independence met. Parents can choose to have siblings of different ages kept together, if they wish. Children access toys and equipment and move around with confidence. Their work is displayed on the walls and cupboards to create a homely atmosphere and they sustain interest in their play for long periods of time. Children are encouraged to achieve as staff are interested in what they say and do. They tidy up willingly, work well and co-operatively together and show concern for the feelings of others.

Children enjoy a full programme of Christmas activities in school, which included a talent show, nativity play, own clothes day and Christmas dinner in one day. Staff felt that children were hyperactive, yet they behaved well and eagerly accessed the activities offered. They have good opportunities to self select toys and extend their play. The club start Christmas activities two weeks before the holiday and incorporate traditional decorations, such as making gummed paper chains, amongst the Christmas glitter.

Helping children make a positive contribution

The provision is good.

Children are learning about the area in which they live and about the wider world from accessing an excellent range of themes, toys and equipment, such as on nature walks, during trips to the local cinema in the holidays and whilst gardening and planting bulbs. There is a good range of books, such as 'All kinds of people' and posters to support and enhance their learning. Children use lots of natural materials and there are opportunities for children to access the outside play area, to dig and observe mini beasts, plant and create. Children take part in activities around valuing differences, such as comparing hair and complexion. They learn about the cultures of others whilst making colourful African masks, mats and pictures as part of an Africa project. They celebrate festivals, such as Diwali and Rosh Hashanah, as well as their own festivals. There is an effective equal opportunities policy in place and children can always access an excellent range of books, toys and dressing up clothes, such as French berets, which show positive images of all areas of equality. Friday is multicultural day and children enjoy making foods from around the world, especially pizza. Thus, children are learning to value differences and are developing positive attitudes to others

All children are fully integrated into the club and are supported at an appropriate level. There is an effective special needs policy. Staff meet all children's individual needs very well. They have successfully integrated triplets in the provision in the past and staff gave a good reflective account of how their individual needs were met.

Children have good opportunities to visit a wide range of amenities, such as local parks, the library, cinema, horse sanctuary and all main museums, including the hat museum. There are opportunities for outside visitors to talk to the children and they take part in a huge range of enjoyable and thought provoking fund raising activities for a wide range of charities. Children enjoy pet days and staff and children discuss environmental issues, such as recycling. Green stickers, such as reminders to switch off lights, remind everyone to conserve fuel supplies.

Behaviour is good and children are kept stimulated and are never bored. Good ground rules are in place, staff talk to children about their behaviour and behaviour in general and place great emphasis on positives rather than negatives. There are lots of bullying posters and activities, such as word searches and 'Together we can all be a winning team.' Praise is given for positive behaviour as it naturally occurs. The group have an effective policy on behaviour,

which incorporates bullying and promotes positive behaviour, such as kindness to one another and no bullying. Staff explain the consequences of unwanted behaviour to themselves and to others. Behaviour of concern is discussed with parents. 'Our rules' are displayed, with separate infant rules for younger children. There are reward systems for wanted behaviour, such as 'Star of the day' and the good lunchtime behaviour award. The staff are good role models for children and have excellent relationships with them and other staff members. They are consistent and fair.

Parents receive good regular information about the club and are encouraged to be involved as much as possible. They are made very welcome by friendly staff. Friendly relationships are apparent and good exchanging of verbal information was observed. There are regular newsletters, annual parent's questionnaires and a box for children's questionnaires always available. There are photographs of key workers and holiday club children displayed, so that children have opportunities to recall people and events.

Organisation

The organisation is good.

The setting and activities are well organised and children are happy and active learners. There are good routines and staff have very clear expectations of the children. The children enjoy the play activities and are provided with good experiences indoors and in the wider environment. All the necessary information for parents is displayed on the wall and they receive good written and verbal feedback on their child's progress.

Records are securely stored and the manager is aware that Ofsted must be notified of any significant events and changes. Staffing ratios are good and always adhered to and all the staff have been vetted and are suitable to care for children. They demonstrate good understanding of their roles and club policies and procedures. They regularly update their knowledge and understanding through training.

All the relevant policies and procedures are in place and are regularly reviewed and updated. There is a procedure in place for recording parent's written complaints. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection, the registration holder was requested to update the certificate of motor insurance to include business use. This was completed.

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

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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 working knowledge and understanding of the changes to legislation regarding notifiable diseases.

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