

# Lighthouse Children of Excellence

Inspection report for early years provision

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**Unique Reference Number** EY261020  
**Inspection date** 03 March 2008  
**Inspector** Sally Ann Smith

**Setting Address** Walbrook Road, Normanton, Derby, Derbyshire, DE23 8RY

**Telephone number**

**E-mail**

**Registered person** Carmel Beverly Stewart

**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](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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Lighthouse Children of Excellence Out of School Club opened in 2004. It operates from the function room and upper room in the church on the corner of Walbrook Road in Normanton, Derby. A maximum of 32 children may attend the club at any one time. The club is open each weekday during term-time from 15:00 to 18:00 and the play scheme runs during school holidays from 08:00 to 18:00. There is access to a secure enclosed outdoor play area.

There are currently 15 children aged from three to 14 years on roll. The club support children with learning difficulties and/or disabilities.

There club employs seven staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children know the routine and what is expected of them regarding appropriate hygiene procedures. They understand the importance of washing their hands before eating food. Most children do this spontaneously whilst others are reminded by staff. Staff follow appropriate health and hygiene procedures to ensure that the risk of infection is minimised. For example, table tops are cleaned before and after children eat their meals. All necessary written consent is obtained from parents, for example, medication and seeking emergency medical advice or treatment. However, staff are not familiar with current guidelines regarding notifiable and communicable diseases and the relevant procedures, which may compromise children's health.

Children generally benefit from a healthy diet and have a range of snacks on their return from school. A selection of hot and cold options are provided throughout the week, always accompanied with fresh fruit. Children help to lay tables and then all sit together to eat their food, making mealtimes enjoyable and social occasions. Children spend time chatting together and leisurely enjoying their food. After they have finished, they are encouraged to help with washing and drying the dishes. Children participate in some cooking activities, especially during the holiday play schemes where they have more time to bake cakes and biscuits. Through 'healthy eating' themes and discussions, children learn about foods which are good and not so good for them. Children have access to fresh drinking water.

Children have regular physical activities both inside and outside. They often walk to the local park where they can run around and burn up excess energy, particularly after a day at school. They have various equipment such as hoops, bats and balls which they take with them. Climbing equipment is available so that children can develop large muscle skills. Team games are regular features of the routine as well as dancing on the dance mats. Children visit a local dance studio and choreograph their own routines.

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

The provision is satisfactory.

Children have adequate space in which to play. Space is organised to provide a suitable range of activities on tables and on the floor. Resources are set out for children's arrival, but children can also select resources independently if they choose. However, the room is not particularly welcoming to children, staff and parents. There are limited colourful displays of children's work. The book area is not well organised to make it inviting for children to use and there is no comfy seating where children can relax. For example, a few books are placed on a table although children can access additional books from the store cupboard if required.

Children are closely supervised by staff and access to and from the setting is carefully monitored. All visitors are required to produce identification and sign the visitor's book before entering the children's playrooms. Staff practise emergency evacuation procedures each term and maintain a written record identifying any areas that need addressing to ensure children's safety. Staff and children have discussions about stranger danger and road safety. Procedures are in place should a child become lost or is uncollected and staff are familiar with these. However, whilst risk assessments are in place, potential hazards such as broken furniture and stacked chairs are in evidence. Children are not consistently reminded about safety during routines.

For example, at times they run around the room, sometimes with lollipop sticks in their mouths. These factors compromise children's safety.

Children are protected from possible abuse because staff have a clear understanding of their roles and responsibilities in safeguarding children. They attend training to update their knowledge and understanding of procedures and current guidance. Staff are made aware of what to do should an allegation be made against a member of staff and the importance of not placing themselves in vulnerable positions. Parents are made aware of staff's responsibilities to report any concerns so that children are protected.

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

The provision is satisfactory.

Children enter the out of school provision happily, talking to staff and establishing what is available to play with. They confidently ask for additional resources if there is nothing they like, therefore enabling them to make choices and decisions about their play. They are inquisitive and like to ascertain who visitors are and the purpose of their visit. Children say they enjoy coming to the club because they 'do different things'. Generally, staff plan activities each day in consultation with the children to take account of children's preferences. At times, staff join in children's play such as board games or art and craft activities. Staff sit on the floor with children whilst constructing with building blocks. They engage children in conversation talking about a model they have designed or a picture they have drawn. They listen to and join in children's discussions about school, news regarding their family or any other significant events.

Children enjoy developing their creative talents as they make up dances. They visit a local dance studio where they choreograph a routine. Children develop an interest in books on their regular visits to the library and learn that books can be used as a point of reference and for accessing information. Various topics and themes are planned to ensure that activities are varied and take account of all children's interests. Children play independently particularly when writing or drawing but also enjoy seeking others to join in their games. They organise skipping games where children take turns to hold the rope and then skip. The room is organised so that children can participate in both active and more relaxing activities.

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

The provision is good.

Children belong to a club which is culturally diverse, reflecting the community in which it is located. They learn about different festivals and celebrations and see the local neighbourhood transformed with bright lights and ornately decorated shop windows during Diwali. Children are engaged in projects encouraging black children to use local museums, making a small film to show in local schools to promote this positively. This helps children to establish links with the local community. Children discuss slavery and explore its roots, accessing information from books and recording their observations through pictures and posters. All children have equal access to the resources available. Currently there are no children attending the setting who have learning difficulties and/or disabilities but staff demonstrate an understanding of appropriate measures to ensure all children are made welcome and included. There is a written policy in place for the inclusion of all children which is shared with parents.

Children generally behave well and respond to staff instruction. They help to lay the tables for meals and snacks and clear away their plates when finished. They regularly help to wash and

dry up. Children say 'please' and 'thank you', with little prompting from staff and are courteous and polite. When reference is made to behaviour that is unacceptable, children listen to staff whilst they explain the reasons for this. As a result, children learn the effect of their behaviour on others and apologise. Children are starting to use a mentoring system where they support each other, help each other to make friends and share any problems they may have such as bullying.

Staff liaise verbally with parents on a regular basis. They take time to talk to parents when children are collected at the end of the day. Parents and children complete questionnaires which encourage comments and suggestions to improve the quality of care provided. Parents have access to the operational folder which includes the setting's policies and procedures. They are aware of the complaints procedure should they be unhappy with any aspect of the care provided.

### **Organisation**

The organisation is satisfactory.

Children are supervised by staff who have been suitably vetted and have a generally sound understanding of the National Standards and their responsibility to meet them. Appropriate adult and child ratios are maintained to support children's care and play and relief staff are available if required. Over half the staff have a recognised early years qualification and all attend training courses to update their knowledge and understanding. Children's attendance is accurately recorded. Parents sign children out at the end of each session, recording their departure times. The setting complies with their conditions of registration at all times and the registration certificate is displayed. Most policies and procedures are in place to support children's care and general well-being. The policies and procedures are updated as necessary to take account of revisions to the National Standards and current legislation. All documentation is stored safely, easily accessible and available for inspection at all times.

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 setting was required to develop and implement plans regarding the integration and inclusion of children with learning difficulties and/or disabilities. Whilst a policy is in place for the inclusion of all children, this is currently being updated. The setting are working with the local authority to revise their policy to ensure it reflects current guidance and legislation such as their responsibility with regard to the Disability Discrimination Act. Additional training has been provided for staff around behavioural issues.

### **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 have procedures for dealing with concerns and complaints from parents and to keep a record of complaints and their outcome.

## 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):

- improve further knowledge of notifiable and communicable diseases and the relevant procedures
- improve further the systems for carrying out risk assessments so that hazards to children are minimised and proper precautions are taken to prevent accidents
- improve further the ways in which the environment can be made welcoming for parents and children, for example, displays of children's work and organisation of the book area.

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)