

# Cool Kids After School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY282794
<b>Inspection date</b>	03 December 2007
<b>Inspector</b>	Geraldine Barford
<b>Setting Address</b>	Portway Infant School, Woodlands Road, Allestree, Derby, Derbyshire, DE22 2HE
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<b>Registered person</b>	Mrs Sharon Batchelor and Mrs Fiona Bailey
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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 good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Cool Kids After School Club opened in 2004 and is one of two settings run by Busy Bees in the area. It operates from the school hall at Portway Infant School in Allestree, a residential area of Derby. A maximum of 26 children may attend at any one time. It runs each weekday during term time from 15:25 to 18:00. There is a secure enclosed outdoor play area.

There are currently 86 children aged from three to 11 years on the register. The after school club serves Portway Infant and Junior schools only.

Seven members of staff including the supervisor work with the children throughout the week. Four have early years qualifications to level 3 and the other two will be commencing training in September 2005. The setting receives support from the Derby Early Years Development and Childcare Partnership (EYDCP).

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health and safety is well promoted. A first aid box is available with appropriate contents and written consent to seek emergency medical advice and treatment is in place to ensure children's medical needs are suitably met if a serious injury occurs. Children receive appropriate care when they have an accident or become ill to maintain their good health as there is always a qualified first aider present. The setting follows appropriate procedures when dealing with minor accidents.

Children's good health is generally promoted. The premises are clean and tidy and well maintained. Some staff who handle food have food hygiene training. However, current and appropriate environmental health and hygiene guidelines are not always followed as staff do not clean table tops before food is served. Staff use liquid gel to clean their hands before handling food, but the children are not encouraged to wash their own hands which means there is a risk to maintaining good health. Children's dietary needs are met effectively and healthy eating is mostly promoted. Individual needs are discussed with parents and recorded. Snack menus are rotated, for example, children enjoy pasta with or without sauce, bread and butter, and fruit. Drinks are readily available and children can choose between various juices or water.

Physical development is suitably promoted. Children have opportunities to play outside each session, even when there is light rain. In the better weather they have the use of the school playing fields and they can follow a 'trim trail' as well as taking part in mixed team sports. In the winter they have the use of a secure playground where football, cricket, swing ball and activities with smaller apparatus such as bean bags and hoops can take place.

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

The provision is good.

Children are cared for in a warm and welcoming environment which helps them to feel secure and comfortable. The premises are safe, secure and suitable and there is sufficient space indoors to play and learn. Their individual skills develop competently with the age-appropriate resources. Children independently select activities from the extensive range of good quality toys and equipment. Resources are rotated to maintain interest and children eagerly help themselves. Children show respect for property and pick up anything that falls on the floor.

The children's safety is skilfully promoted as the staff are very aware of potential hazards and have robust practices. Staff take positive steps to promote safety and precautions to prevent accidents. An awareness of safety during a fire is promoted proficiently. Evacuations have been practised regularly and children know what they must do if the fire alarm sounds. Children are also developing an awareness of personal safety as they respond positively to the staff's expectations when they carefully put their coats and bags neatly on benches provided. Policies are in place that relate to the late collection of children and the procedures to follow if a child is lost.

The children's well-being is given priority as the staff attend ongoing training and have a good understanding of child protection procedures and how to put these into practice. The designated member of staff for child protection diligently ensures that she keeps up to date on current

procedures by accessing specific courses and passes information on to the staff at their regular meetings.

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

The provision is good.

Children settle quickly in the setting and have a relaxed and happy relationship with staff. The children are confident and keen to join in the interesting range of different activities presented each session which support their development and learning. Craft activities are planned for each day and the children eagerly take part. They are allowed to design and make more than one thing if they want to and staff promote the self-esteem of children by telling them that their finished work is 'absolutely fantastic'. Children become absorbed in activities and describe the setting as 'great' because of the fun they have.

Staff generally interact well with children. However, during the first half-an-hour three members of staff prepare and serve the snack to children. This does not allow the children to develop their independence and also means that opportunities are missed for staff to work with the children. Children ask staff for help and discuss what they are doing. Staff encourage the children to persevere with activities that they are finding challenging, such as doing a 'rubbing', and give them lots of praise when they have successfully completed it. Children's work is displayed and they are allowed to add work to the display board themselves, which gives them a firm sense of belonging and acknowledgement of their achievements.

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

The provision is good.

Children are able to play with a range of non-stereotypical resources and all children are encouraged to take part in each of the available activities. The children have access to a range of resources and activities showing positive images of diversity, culture and gender. Understanding of the wider community and the development of positive attitudes is effectively increased. All children are treated fairly as the setting has an open-minded approach to inclusion and meeting individual needs effectively. Staff encourage all children to access age-appropriate activities and develop life skills. Individual needs are discussed with parents and this enables appropriate care to be given.

The out of school club has some experience of caring for children with learning difficulties and/or disabilities and staff have a positive attitude towards their inclusion. Children's needs are successfully met through discussion with parents and the setting has a good understanding of the need to work with parents, school staff and outside agencies to effectively meet children's needs.

There are effective procedures in place to manage a wide range of children's behaviour. Children behave appropriately as they respond to boundaries set and they know what the rules are as they have contributed to them. They are aware they must be kind to others, respect each other, take turns and share. They are encouraged to try and sort out their own disputes with the support of staff. Consistent management helps children feel secure knowing what they can and cannot do. Good use of praise and encouragement helps to build development of children's self-esteem. Children's views are listened to and valued when they are given a say in what the setting should be called and when they help to select resources for outside play.

Positive relationships with parents and a desire to work in partnership with them to meet children's individual needs ensures the staff are able to meet emotional and physical needs effectively. Parents have a good relationship with staff and stay to chat when they arrive to collect their children. The setting ensures parents are aware of planned events as they provide a regular newsletter and other information is sometimes included in the school newsletter. The certificate of registration is displayed on the parent notice board along with appropriate details of the complaints procedure.

## **Organisation**

The organisation is satisfactory.

Children are in the care of qualified or experienced staff who are fully supportive to ensure they are relaxed and settled in the out of school club. The ratios are maintained effectively and children usually benefit from the individual and small group attention they receive, apart from at the beginning of the session when snack is being served.

The children's needs are met by the staff through a robust registration system which carefully monitors which children are attending the club on which nights. This safeguards children and older children are further protected when they are collected from the junior school and walked up to the club in the infant school hall.

Good organisation of the hall area is suitably planned, developmentally-appropriate activities ensure children's time in the club is worthwhile and provides interesting challenges for the children. Consequently, children are happy in the setting and are eager to engage in the range of exciting and stimulating activities.

The out of school club is led by motivated staff who are good role models to less experienced staff. Qualification requirements are met and staff also attend training to raise standards and increase knowledge and broaden children's experiences. This ensures the children are consistently being stimulated to learn and enjoy themselves. Overall, children's needs are met.

## **Improvements since the last inspection**

At the last inspection the setting agreed to develop and implement an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

The setting has purchased a range of resources that promote equality and diversity such as dolls from other cultures, jigsaws and books. They plan craft activities that celebrate different festivals so that the children are aware of the wider society in which they live. Staff actively encourage children to take a turn at all of the different activities available, regardless of gender.

Staff are now vigilant to ensure that outdoor areas are not dominated by football games, and space is always left so that other outdoor activities can take place. A variety of sporting competitions have been introduced, with mixed teams, to encourage and promote equal opportunities for all the 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 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):

- promote good hygiene at snack time
- promote children's independence at snack time
- review the deployment of staff throughout the session

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)