

St. Giles After School Club

Inspection report for early years provision

Unique Reference Number 207269

Inspection date 12 February 2008

Inspector Jennifer Getty

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Registered person St. Giles After 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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

St Giles After School Club opened in 1997. It operates from the St Giles C of E Primary School in Matlock, Derbyshire. There is an enclosed outdoor play area. The out of school club serves the local area and surrounding villages.

The setting opens five days a week during school term only. Sessions are from 15.15 until 17.30. There are currently 80 children from four years one month to 11 years on roll. The setting employs four part-time staff who work with the children. Half of the staff hold appropriate early years qualifications. The setting receives support from Derbyshire local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted because they understand the strict hygiene routines, for example, children know to wash their hands before eating. Children use liquid soap and paper towels preventing cross-contamination. The risk of infection is minimised because there is a clear policy in place for children who are ill, ensuring they do not attend the setting or are cared

for appropriately until parents are able to collect them. The setting takes suitable measures when children are ill or have an accident so that children's needs are met, for example, accidents are recorded and shared with parents. However, children's welfare is not fully promoted because staff do not record sufficient detail about the location of the injury. Medication is generally not administered because children who are ill do not attend, however, staff are able to follow good procedures to ensure medication is administered appropriately and prior written permission from parents is obtained. There is always a member of staff present who has a current first aid qualification, and the first aid box is checked and replenished as necessary. Children are protected because the setting obtains written permission for seeking emergency medical treatment, ensuring their health needs in the event of an emergency are fully met.

Children are well nourished and their health and dietary needs are met. Drinking water is available at all times during the session and children enjoy a range of healthy snacks such as sandwiches and fruit. Parents are able to see the snack menu which is displayed on the notice board. Children are developing good independence skills as they prepare their own sandwiches and take it in turns to offer fruit to their peers.

They enjoy regular opportunities for physical exercise as children have supervised access to the school's playground and field. Children enjoy a range of outdoor games such as rounders and football, as well as, being able to participate in games indoors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is promoted well. They feel secure and comfortable in the welcoming environment. The club is based in a large room which has activities and resources laid out on tables. There is a quiet area with cushions where children can relax and chat. There are sufficient toilets available for the children, and younger children are often accompanied by an adult. All rooms that are available to use are checked for safety. There is a wide range of toys for the children's varying ages and stages in development and ensures their individual needs are met. Equipment and resources are checked so that children are able to play safely.

Staff complete daily checks to ensure the area is safe and secure. The main doors to the school are locked and the setting has a doorbell system in place to ensure that only authorised adults enter the building. Children are dropped off and collected safely because teachers bring children to the after school club from the classroom and only identified persons are able to collect them. Children are protected in the event of a fire because there are clear procedures in place. They are developing an awareness of how to keep themselves safe as they regularly practise the emergency evacuation plan with staff. There are appropriate procedures for lost and uncollected children, which detail the relevant people to contact.

Children are protected further because staff understand their role in child protection and are able to put appropriate procedures into place when necessary. There is a detailed policy in place which is available for parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages are happy and settled. They laugh and smile as they choose their activities and they respond positively to adults who are interested in what they do and say. Activities are planned that meet the needs of the varying ages and abilities of the children present,

although this is flexible to ensure that children's interests are taken into account. For example, staff set out the 'Lego' instead of the planned construction activity because this is the preferred toy of the children attending that day. Children can access all the activities easily, helping them develop good independence skills. They sit at the creative table and draw imaginative pictures, discussing what they are doing with each other and staff. Young children enjoy playing with the toy kitchen and respond well to the positive interaction from older children. There is plenty of space for children to move around and they move freely between the activities. The setting provides a broad range of planned activities and spontaneous events which support the children's learning and enjoyment. Children are able to relax or play at the end of the school day according to their individual needs.

Helping children make a positive contribution

The provision is good.

Staff listen to children's views and opinions, helping them feel respected and valued. Children develop strong relationships with staff and each other. The children are able to access all activities and there are resources available that reflect the wider society, for example, jigsaw puzzles and books. Children are also able to participate in a range of activities that help them learn about the local community, cultures and religions such as topic based activities about Diwali. All children are included in the setting and staff are aware of ensuring that the needs of children with learning difficulties and/or disabilities are met.

Children are well behaved, showing care and concern for their peers. Older children help the younger children when washing hands, and they play well together. They respond well to the consistent boundaries and gentle reminders from staff. Children enjoy completing the register at the beginning of the session and they show respect for each other as they sit and listen carefully to their peer. Staff use lots of praise and encouragement, which means that children are developing good levels of self-esteem.

The positive partnership with parents benefits children, as staff and parents share important information daily. The setting's policies and procedures outline how the club is organised, including staffing and useful contact information. These are displayed on the information table ensuring that parents have easy access to all the relevant documentation. Newsletters are produced to inform parents about current events and to ensure they have up-to-date information about the setting.

Organisation

The organisation is satisfactory.

Children are cared for by adults who ensure their safety is promoted. The staff team work well together to provide a warm and caring atmosphere in which children can relax and enjoy their time at the end of the school day. Most staff are vetted and all staff have been through the clear recruitment procedure. However, new members of staff are not vetted as they start work, although there are procedures in place for submitting to the relevant police checks. This potentially compromises children's safety, therefore, the setting ensures that persons who are not vetted are never left alone with children and there are suitable contingency arrangements in place for emergency situations. There are appropriate induction procedures in place that ensure that all staff are aware of the policies, procedures and how the setting is organised. Documentation generally works well in practice to promote the care, learning and development of the children. A clear system is used to record the children's exact times of arrival and

departure, as well as, recording staff present. Space and time is organised well to promote outcomes for children, for example, activities are laid out ready for children as they arrive, children have space to keep their bags and coats, and snack time is a calm and social occasion. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the setting was asked to: develop staff knowledge and understanding of child protection issues; devise a policy about the exclusion of children who are ill or infectious; ensure the registered person is familiar with the procedures for verifying that staff have been vetted and ensure there is a written procedure for lost children.

The setting has addressed these recommendations promoting the safety and welfare of children. Staff are made aware of the child protection policy as part of the induction procedure. The person in day-to-day management for the setting attends relevant training and staff know how to implement procedures when necessary. There is a detailed policy in place for lost children ensuring that the relevant authorities are contacted to promote children's safety. The registered person is aware of the vetting procedures and the systems in place to ensure checks are completed. Children's good health is promoted because the setting has a policy in place for children who are ill and this is shared with parents, ensuring that the risk of infection is minimised.

Complaints since the last inspection

Since 1 April 2004 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):

- develop procedures for staff appointments, with particular reference to ensuring that all staff and volunteers submit to criminal record checks from the start of employment
- develop the system for recording accidents to ensure that sufficient detail is recorded with regard to the location of the injury.

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