

Scotch Orchard Badgers

Inspection report for early years provision

Unique Reference Number	218357
Inspection date	15 January 2008
Inspector	Sally Ann Smith
Setting Address	Scotch Orchard CP School, Scotch Orchard, Lichfield, Staffordshire, WS13 6DE
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Registered person	Humpty Dumpty Day Nurseries 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?

Scotch Orchard Badgers After School Club opened in 2000. It operates from a classroom in Scotch Orchard Primary School, Lichfield. The club have occasional use of the school hall. A maximum of 16 children may attend the club at any one time. The club is open each weekday from 15:00 to 18:00 term-time only. All children share access to a secure enclosed outdoor play area.

There are currently 20 children aged from three to under eight years on roll.

The club employs four members of staff, of whom two hold an appropriate qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's awareness of appropriate personal self-care skills is good and they immediately wash their hands before sitting down for their snack. Children currently use bars of soap to wash their hands, but plans are in place to use liquid soap and dry hand gel to minimise infections

spreading. Gel will be used when children are outside or after they have blown their nose so that their hands are free of germs. Topics and themes around health and hygiene further promote children's understanding of appropriate routines and procedures. For example, children know who they should call in the event of an emergency. Children receive effective care if they are ill as staff follow procedures consistently. Staff are aware of notifiable and communicable diseases and follow the guidance as outlined in Staffordshire's Disease and Infection Control for Schools and Nurseries. Staff have access to information sheets outlining symptoms of salmonella and meningitis and this is shared with parents. These procedures help to ensure the good health of children is effectively promoted. Written consent is obtained from parents to seek emergency medical advice and treatment if necessary. However, whilst a procedure is in place for the administration of medication this lacks detail, particularly regarding non-prescribed medication and as a result prior written consent is not consistently obtained.

Children are provided with healthy options for snack which children enjoy. However, some children bring snacks from home which at times conflict with the club's policy on promoting healthy eating. To address this, staff send letters to parents with guidelines for snacks in line with their healthy eating policy. Staff regularly talk to children about healthy and unhealthy options and children play quizzes to develop their food knowledge. Staff are aware of any special dietary requirements or food allergies that children may have and take heed of the information provided. Children have regular access to drinks ensuring they are well hydrated.

Children enjoy physical exercise which is a regular feature of their play. Children make good use of the enclosed outdoor play area and even enjoy playing out in the dark during the winter months. Children like team games, races and circle games. A particular favourite is 'Traffic Lights' where children move to the instructions of staff, for example, hop to red, skip to amber and crawl to green. A range of equipment is available to support children's physical exercise such as skipping ropes, space hoppers, bats and balls. Children like to run around and often use their imagination to devise their own games. They pretend that aliens have landed and are out to get them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for by caring and attentive staff who are friendly and welcoming. The room is laid out with activities for children's arrival but children can also ask for other resources if they prefer. The room is well organised to provide a safe environment in which children can play. Space is utilised effectively to allow for free movement and well spread out activities. An extensive range of equipment ensures that children have stimulating activities and play opportunities. The setting has limited display boards as the room is also used by the school. However, the setting make the best use of what is available to them and proudly display children's work.

Children are cared for in a safe and secure environment where access to the provision is carefully monitored. Children know that only staff must answer the door when parents arrive. Written consent is obtained for other named adults to collect children and any visitors are required to produce identification before gaining access. Children learn about keeping safe through planned activities and quizzes. Children also help to devise club rules, some of which have a safety theme. Emergency evacuation procedures are effective in ensuring that children know what to do in the event of a fire. These are practised regularly and at different times to take account of children's patterns in attendance. Staff discuss issues with the children and why the practises are important.

Staff have a clear understanding of their roles and responsibilities in protecting children in their care. They attend training to develop their knowledge of all child protection issues to ensure children are safeguarded. They have a good understanding of the possible signs and symptoms of abuse and the importance of reporting any concerns to the relevant agencies. Staff are made aware of procedures should an allegation be made against themselves.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the setting happily and are eager to see what is planned. They play well together and are fully engrossed and absorbed in their play. Staff plan a comprehensive range of activities based around weekly themes, children's interests and specific requests. Children regularly participate in meetings to discuss their play preferences. Floor space is utilised well so that children can spread out and play with small world resources. Children are given plenty of scope to initiate their own play and develop their imagination. For example, they make a restaurant and devise menus but gradually the whole room is transformed into an hotel. A souvenir shop appears along with bedrooms. Children take on roles such as the manager and security guard. They even decide to have a burglar who raids the till chased off by children pretending to be guard dogs. Staff enable children to develop the theme as they find resources to support their play.

Children enjoy developing their creative skills and this is a regular feature of their play. Children enjoy painting, gloop and mask making and learn skills such as sewing and knitting. To relate to their Egyptian theme, children have great fun wrapping each other up as 'mummies' and see who can do this the fastest. Children go on bug hunts armed with observation sheets to see if they can find a range of insects. They participate in quizzes and team games and enjoy answering questions on health and safety issues. Paramedics visit the setting in an ambulance and talk about their work. Children learn about the different equipment and how it is used. Children are involved in a stimulating range of activities where they have fun and are actively engaged.

Helping children make a positive contribution

The provision is good.

Children are beginning to learn about different cultures and the world around them. An 'International' week looks at different countries, their cultures and traditional recipes. Children complete a 'round the world' display and link well known landmarks to the country, for example, the Leaning Tower of Pisa and Italy. Children explore the cultures of children from Siberia, The Congo and Brazil. Various books, jigsaws, small world and dressing up clothes are in evidence for children to access during their play. Board games such as 'The Mummy' raises children's awareness of Egypt. However, planned activities, pictures, posters and displays to reflect cultural diversity and disability are limited. Children make choices about their play and have 'Badger Set' meetings where suggestions for activities are discussed. As a result, staff ensure children's preferences are included in planning. Children attending the setting who have learning difficulties and/or disabilities are effectively supported and staff work with parents and professionals closely to ensure all children are made welcome and included. All children make use of the resources available and activities are adapted to meet the individual needs of each child.

Children are well behaved and know the routine well. They are clear of routines and boundaries demonstrating a good understanding of appropriate behaviour. They play well together and readily share and take turns when playing board games or cards. All competitive games are

played in good spirit and children are gracious losers. Children sign a behaviour contract acknowledging the rules of the club and agreeing to abide by these. This contract is taken home and discussed with parents so that they are aware of their child's responsibility to behave well. Children know that they must be kind and respect each others feelings. Appropriate behaviour management strategies are in place which are discussed with parents to ensure there is consistency.

Staff take time to talk to parents when children are collected at the end of the day. They discuss routines and share any relevant information with parents regarding the care of their child. Children's key workers write a brief assessment of their progress twice yearly which is shared with parents. In addition, children's 'achievement folders' provide further evidence in drawings, photographs and written observations of how their time is well spent. A notice board displays information regarding the setting's policies and procedures although this is not prominently displayed for parents perusal. However, parents receive a prospectus briefly outlining policies and procedures and where these can be accessed in the setting. They are made aware of the complaints procedure and contact details of the regulator should they be unhappy with any aspect of the service.

Organisation

The organisation is good.

Children benefit from a well organised setting where activities are planned to meet their individual needs and provide a variety of different play opportunities. Staff demonstrate a good understanding of the needs of children to promote their general well-being. Appropriate adult and child ratios are maintained to support children's care and play. There is a rigorous and robust recruitment system which ensures staff have the necessary skills and attributes to work with children. Potential new members of staff are required to spend an evening in the setting prior to being offered the post. They are assessed on their interactions with children, whether they are appropriately dressed as if ready to play with children and their general initiative. Once appointed, new staff have a thorough induction programme to ensure that they understand and effectively implement the setting's policies and procedures.

Children's attendance is accurately recorded detailing their arrival and departure times. A range of policies and procedures are in place to ensure that the setting meets the National Standards although some lack all the necessary detail. All documentation is stored safely and available for inspection at all times. Correct ratios are maintained at all times and relief staff are available if required to ensure that children are adequately supported.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was required to improve: staff's understanding of providing activities and resources to promote children's knowledge of cultural diversity, gender and disability; the child protection statement to include staff's responsibilities in reporting suspected child abuse in line with the ACPC procedures; the child protection policy to include procedures to be followed in the event of an allegation made against staff; the provision of creative activities, specifically, painting art and craft; the general cleaning and hygiene in the boys toilets; the arrangements to request prior written parental consent to seek emergency medical advice and treatment; the staffs first aid qualification is appropriate and includes training in first aid for infants and young children.

The setting have addressed the recommendations raised at the previous inspection. Resources have been purchased to reflect cultural diversity and disability although posters, pictures and displays are limited and as a result, a recommendation has been raised in light of this inspection. The child protection policy has been revised to include all the necessary requirements although it has not been updated to reflect the change of responsibilities from Area Child Protection Committees to Local Safeguarding Children Boards. All staff have relevant first aid training and written consent is obtained from parents to seek any necessary emergency medical advice or treatment for their child. The toilets have been refurbished and are now clean and hygienic. A good range of activities are provided for children and include a daily art and craft activity, many of which are chosen by 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.

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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):

- develop further the policy and written parental consent to administer medication
- increase further the range of planned activities and posters, pictures and displays to reflect cultural diversity and disability.

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