

First Friends After School Club

Inspection report for early years provision

Unique Reference Number	259120
Inspection date	11 February 2008
Inspector	Georgina Walker
Setting Address	St Albans School, Newstead Avenue, Chaddesden, Derby, Derbyshire, DE21 6NU
Telephone number	01332 677660
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Registered person	First Friends P.D.N. 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?

First Friends Out of School club opened in 1999. It operates from the family room, school hall, and occasionally the nursery unit, at St Albans School in Chaddesden, Derby. There is a secure enclosed outdoor play area. The out of school club serves children who attend the school and two others in the local area and surrounding villages.

The setting opens five days a week throughout the year, except bank holidays. Sessions are from 07:30 to 08:55 and 15:30 to 18:00. During school holidays and teacher training days sessions are from 07:30 to 18:00.

The setting is registered to care for 24 children and there are currently 38 children from three years six months to 13 years on roll. This includes 22 children who are under eight years. The setting supports children with learning difficulties and/or disabilities.

The out of school club employs 10 part-time staff who work with the children. All of the staff hold appropriate early years qualifications. The out of school club is owned by a company who also own a day nursery and another out of school club. They delegate day to day responsibility to the staff. One of the owners holds an early years qualification and also works in the setting.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and safety is generally promoted. Accident records have inconsistent detail regarding the size and location of the injury. Significant injuries a child arrives with are not all recorded. A first aid box is available, however, the contents are not all suitable. Written consent to seek emergency medical advice and treatment is in place to ensure children's medical needs are met if a serious injury occurs on site. It is not immediately available when children are on outings, often miles away from the premises. Written consent to administer medication is given by parents each time medication is required, or at the time of placement for ongoing medication. A written policy regarding exclusion is effectively implemented as children who are ill or infectious have not usually attended school.

Children learn about personal hygiene through daily routines and are made aware of why they wash hands so there are no germs on them. Children's dietary needs are met. A substantial snack is provided during the session after school. Healthy eating is generally promoted by the staff who provide a two weekly menu. This includes soup and bread or jacket potatoes as well as fish fingers and hot dogs. Fruit is provided daily and fairy cakes made by the cook at the day nursery are also included. Drinks are readily available and children choose juice or water at tea time. The children develop a wide range of skills as they prepare many of the ingredients for the meal such as open the spaghetti tins, pour the contents into the serving bowls to heat up and make the toast.

Physical development is promoted well. Children have opportunities to play outside most days. Ball games are included and currently skipping is a favourite activity, which is linked to a promotion in school. A climbing frame and trampoline are available to use during sessions in school holidays when other skills are developed. Activities in the school hall include using sports equipment and large group games are particularly enjoyed. During school holidays the children have the option to go swimming or join in cricket and gymnastic activities. Children's use of the wide range of construction toys or craft resources develop manipulation skills. The children competently build a wide variety of buildings with interlocking bricks excitedly encouraging each other's skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children's safety is generally promoted, however, staff are not aware of all potential hazards on site such as ripped fabric on school furniture and socket covers are not used in the school hall. Robust practices with regard to the delivery and collection of children who attend from three schools is effective. Staff have met regulation requirements to produce a policy which relates to the procedures to follow if a child is lost or uncollected. They take positive steps to promote safety and precautions to prevent accidents in the play room and outdoor play area. An awareness of safety during a fire is promoted. Evacuations are regularly practised. Children are also developing an awareness of personal safety. They respond positively to the staff's expectations when playing outdoors and inform staff they wish to go inside to use the toilet facilities.

The children's well-being is promoted under previous child protection procedures. Staff have attended training and all have an understanding of procedures and how to put these into

practice. The staff have no detail of the new Local Safeguarding Children Board procedures. Information about the duty to protect children is shared with parents in the policies.

Children are cared for in warm and welcoming, secure and suitable premises where there is sufficient space indoors to play. Children independently select activities from the interesting range of toys and equipment presented. Resources are stored in two cupboards and on shelves in the joint usage play room. Children eagerly help themselves or request resources. They ask to go out and play football or skip before it gets too dark. They have access to electronic games and the children ask to be added to the list of those wishing to play for the allotted 10 to 15 minutes. Children's craft work is displayed to give a sense of identity in the play room and they take pride in their work.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly in the setting and have a friendly relationship with the staff. The children are confident and keen to join in the range of different activities presented each session. Planned activities are produced and adapted as children are given opportunities to develop their own games and ideas. These are not yet recorded although some evaluations of activities are completed to assist with planning future activities. Children engage in quiet and 'clean' activities before school but after school an extensive variety of crafts and messy play activities are available. They enjoy renovating a doll's house and making resources to furnish it. Great concentration is shown and an eagerness to spend extended periods in something which stimulates such as building models or completing computer games. A topic spreading over a three week period often results in a display such as the celebration of Chinese New Year followed by an intense discussion regarding which animal sign each child was born under.

Staff consistently interact and provide children's requests for alternative resources from the cupboard or to go outdoors. The children are given the opportunity to discuss new ideas for activities especially for outings for school holidays, which include cinema trips and adventure activities, or request new resources. The room is filled with laughter which indicates how children are enjoying themselves. They enjoy creating patterns with chalk and pour water competently as they eagerly play in the water play tray with a range of animals. The children organise their own activities and cheer each other on as they use the electronic games. Most children engage in the games in the school hall after tea but there are always choices and some remain in the play room to complete puzzles or draw.

Helping children make a positive contribution

The provision is good.

Children's individual needs are discussed with parents. Record sheets for each child include space for the detail which enables appropriate care to be given such as their ethnic origin, religions followed or any languages spoken but most parents choose not to record this information. Children are able to play with a range of non-stereotypical resources and any negative issues are addressed successfully. The children have access to a range of resources and activities showing some positive images of diversity, culture, gender and disability. Understanding and acceptance of the wider community and the development of positive attitudes is increased.

All children are treated fairly as the setting has an open-minded approach to inclusion. Staff encourage children to access age-appropriate activities and develop life skills. The out of school club has experience of caring for children with learning difficulties and/or disabilities and staff have a basic understanding of potential needs. Children's needs are successfully met through discussion with parents and school staff. Adaptations are made to assist children to access the premises as there are steps between the play room and school hall.

There are effective procedures in place to manage a wide range of children's behaviour. Children behave well as they respond to boundaries set on site. They spontaneously use good manners, not only at meal time but when they request resources from the staff or ask to share with their peers. They are aware they must respect each other and know why they must share and take turns. Consistent positive management helps children feel secure knowing what they can and cannot do. Proactive use of praise and encouragement helps to build development of children's self-esteem.

The setting work consistently in partnership with parents to fully meet the needs of the children and mandatory requirements of registration. The parents are provided with a written complaints procedure displayed in the setting which contains information regarding the process to be followed and where to contact the regulator. Policies and procedures are contained in a file for parents to view and the certificate of registration is displayed. Positive relationships exist with parents and carers who welcome the extremely flexible service the club offers to extend the school day and holiday club arrangements. Children are unquestionably settled and happy.

Organisation

The organisation is good.

Children are in the care of qualified and experienced staff who are fully supportive to ensure they are happy and exceptionally well stimulated and cared for in the out of school club. The ratios are maintained effectively and children benefit from the individual attention they receive.

The children's needs are met by the staff who generally maintain their personal records to meet individual needs. Written policies generally assist in promoting the care and learning of the children. The registration system which monitors all persons on site and assists in safeguarding the children is comprehensively detailed. A robust policy regarding the collection of children from three schools is consistently implemented to ensure the children's safe arrival and departure from the club.

Good organisation of the play room layout and imaginatively planned, developmentally appropriate activities ensure children's time in the club is worthwhile. These provide interesting challenges for all children, especially during holiday times when outings occur. Consequently, children are very happy in the setting and are eager to engage in the range of exciting and stimulating activities. A clear vision has been developed of how the setting will operate to meet the needs of the children effectively. The owners generally leave the day to day management to highly motivated staff, although one owner is often on site. Qualification requirements are met and staff also attend training to raise standards to 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 previous inspection the setting agreed to address two recommendations relating to documentation. These have successfully been developed and parents can be assured children's well-being is paramount. Children were to have access to an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. New resources have been purchased and planned activities adapted for the wide age range of children who attend. An extensive list of festivals and cultural activities has been drawn up to develop children's awareness of others and the wider world. Training is attended by all staff to enhance their knowledge which is successfully imparted to the children and any issues sensitively addressed.

Complaints since the last inspection

There has been one complaint made to Ofsted since 1 April 2004 that required the provider to take action in order to meet the National Standards. Concerns were in relation to National Standards 2: Organisation and 7: Health. During the visit it also became apparent that the setting had not followed its procedures when a child was not collected. As a result of the visit the provider was given three actions.

A satisfactory response to these actions was received on 13 March 2007. The setting met the National Standards and remained qualified for registration at the time the investigation was closed.

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):

- develop further the procedures for promoting children's safety
- develop further the methods of promoting children's good health.

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