

Greenfield Club After School/Holiday Scheme

Inspection report for early years provision

Unique Reference Number	135997
Inspection date	19 February 2008
Inspector	Kay Roberts
Setting Address	The Greenfield Centre, Park Avenue, Winterbourne, South Gloucestershire, BS36 1NJ
Telephone number	01454 777604
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Registered person	The Trustees of Greenfield Club After School Holdiay Scheme
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?

The Greenfield After School and Holiday Club provides out of school care and is a community-based organisation. It operates from three classrooms to the rear of the Greenfield Centre, in Winterbourne village. The club also has access to adjoining playing fields. During school terms the club is open from 07.45 to 09.00 and from 15.30 to 18.00. The holiday club operates from 07.45 to 18.00. Children from Elm Park and St Michael's Primary Schools are escorted to and from the club by Greenfield staff. The club caters for children between the ages of four and 11, including children with learning difficulties. Registration allows for a maximum of 40 children under 8 years at any one time. Currently there are 123 children on roll, of whom 68 are under eight years. The group is managed by a parent committee which employs a manager and 10 other members of staff, six of whom are appropriately qualified in child care.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment where their good health is actively promoted. The risk of infection is minimised as staff follow hygienic procedures, for example, using colour-coded

clothes for cleaning different areas and using anti-bacterial spray to clean tables. Parents are aware of the policy for excluding children who are sick as details are included in the prospectus. Children also understand the importance of hygiene and independently wash their hands prior to touching food. Participation in planned activities helps children to appreciate how to promote their own health, for example, the dangers of smoking and cross-contamination of food. Children are well protected in the event of an accident, or if there is a need for medication, as there are good procedures in place.

When thirsty, children either help themselves to a drink of water from the water cooler or pour themselves a drink of sugar-free juice from a lidded jug. Children are involved in creating the healthy, varied snack menu, which is displayed so that parents know what children are eating. Children do not go hungry as they are able to help themselves to as much as they want. Snack and meal times are a social occasion when children chat about the activities they particularly enjoy and what diabetes means. Children have some awareness of food composition and healthy eating, which is reinforced as staff eat snacks with children.

Children have daily opportunities to play in the fresh air and are protected from the elements. They understand that sun screen should be applied in summer, and that they should put on their coats when the weather is cold. Children develop large muscle skills as they perform handstands and chase after each other. Some children show good co-ordination as they use a bat and ball, others attempt to hit a small ball with a hockey stick. Many children and a member of staff work together to move a parachute up and down in the air, so that other children can run underneath. Opportunities to extend their physical skills are provided when they visit a local park, where they scramble up the large climbing frame and move along the monkey bars, supporting their weight by their arms. Children continue to take exercise indoors as they dance to music and make patterns with ribbons. They devise and practise dance routines, then confidently perform in front of the group.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children relax in the child-focussed environment, which has well presented displays of artwork. Both bathroom fittings and furniture are child-sized. Children have variety of environment, as they are able to access three rooms, each one having a different focus. One room is used for meals and snacks, and provides space for physical activity. The second has sofas for relaxation, and the third accommodates craft activities. Activities are organised in clearly defined areas with space between each so that children move around freely and those engaged in play are not disturbed by their peers. Children have free access to a broad range of clean, safe resources on a daily basis and their requests for additional resources for a toy library or new items are respected. For part of the day, children benefit from being able to move freely between in- and outdoors.

Children play in a secure environment so they do not leave unnoticed. There are good procedures in place so that children are only released to authorised adults and are protected from people who have not been vetted. Children are further protected as all staff have a very clear understanding of local safeguarding procedures. The risk of an accident is minimised as there is a fully detailed risk assessment which is reviewed annually and each new activity is risk assessed, for example, woodwork. There are daily checks of the environment, using a tick sheet to ensure that no areas are forgotten, and staff are appropriately deployed. In the event of a fire, children know how to evacuate the premises safely as they practise the drill regularly and full details are recorded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are excited about the activities on offer and show sustained interest as their ideas are incorporated into planning. As members of the committee, older children have responsibility for consulting with younger children about the activities they would like and taking these ideas forward to the bi-weekly meeting with staff. Children make informed decisions about resources borrowed from the toy library, which is used on a regular basis. Current resources from the library include a pool and air hockey table. Staff plan four main activities daily, although other resources are readily available, so that children attending a full day session remain interested. Staff ensure that not only do they follow through on the ideas of the group, but also those of individual children. Staff extend learning by offering additional resources and putting forward suggestions. Children enjoy adult participation in games and ask them to play 'Four in a Row'. Although staff play for a short while, they use this as an opportunity to develop children's social skills by encouraging them to play with another child who watches. Children are social and chat to each other constantly as they participate in activities. They explain the rules of pool and show good eye co-ordination as they accurately hit one ball onto another. Children use pencil control as they carefully colour in pictures of flowers and animals.

Children use manipulative skills to create recognisable models, such as a dinosaur and baby from clay. Their spelling skills are extended as they later place name cards against each of the models, and use the register to check the spelling. Reading skills are also extended as they read to the whole group. Children are creative and make detailed witch and Rapunzel masks. After adding the long hair, they draw a picture of a hair brush, then cut it out and pretend to comb the hair. Later three children narrate and act out the story of Rapunzel to the remainder of the group. Children are keen to continue as others watch with interest. Children are confident as staff praise their good explanation of 'Wink, Wink, Murder' to the remainder of the group.

Children say they really enjoy attending, as staff are nice and it is fun. They rate the provision nine out of ten, and would give it another point if they went on more outings. Children explain that they know that the ideas they put forward for activities will be followed up by staff.

Helping children make a positive contribution

The provision is good.

Children are confident as they are praised for each achievement. Their individual needs are met because, when children first commence at the setting, staff follow the guidance provided on the registration forms. They consult with children about what resources and activities they would like. Those new to the provision are helped to settle as they are supported by a key person for the first few weeks and an older child who acts as their buddy. All children are valued and included. During the day, they participate in many whole group games such as 'Zap, Zing, Boing'. They listen and show respect for each other. Children are very well behaved and unwanted behaviour is sensitively managed as staff help children to negotiate a solution. With the support of staff, children are responsible for devising their own rules, which are regularly reviewed. They learn about democracy as the majority vote is accepted for whether children go to the park in the morning or afternoon. One planned activity has helped children to understand the difference between having fun with someone and bullying, and as a result they have produced a poster. Children develop a positive attitude to difference through discussions instigated by staff, who explain that it is good for each person to be different so that others are able to describe them to a third person. Children have some opportunities to go into the local community as they visit parks and it is hoped that this will be extended in the near future.

They learn respect for nature as they go on bug hunts and nature walks around the field, where they see squirrels in the trees.

Parents are aware of practices, as they have copies of the key policies and procedures and are made aware of where other documentation is located within the setting. Parents are regularly updated via monthly newsletters and notice boards, which include weekly planned activities and the daily routine. Parents are encouraged to be actively involved with the setting by joining the committee and are consulted about how they would like fund raising money to be spent.

Organisation

The organisation is good.

The club meets the needs of the range of children for whom it provides. The leader, who is appropriately qualified and experienced, works in close partnership with the committee. Rigorous recruitment procedures ensure the suitability of staff to work with children. Ongoing suitability of staff is checked via an appraisal system. Keen to extend practice, staff have undertaken much further training in the last year on subjects such as conflict resolution, food hygiene, staff management, and health and safety awareness. Staff are clear about their remit as there is a fully detailed staff induction. They are appropriately deployed to ensure children's health, safety and welfare. Children receive some consistency of care as the turnover of staff is low. Staff are aware of the children under eight years and keep a closer watch over these children, but a key person system does not operate during holiday schemes. The staff team are enthusiastic about their work which motivates children. Staff provide a welcoming, child-focussed environment, where children are consulted about resources and activities. Plans for the future include the development of a vegetable plot which will be shared with Elm Park School. Documentation is well organised and complies with both the National Standards and regulatory requirements.

Improvements since the last inspection

The provider has made good progress against the four recommendations agreed at the last inspection. Children are now further protected as there is a system in place for monitoring the presence of visitors. As a result of the second recommendation, which required the provider to make both children and parents aware of the range of activities, details are now clearly displayed in the entrance. The third recommendation made a requirement that the operational plan be kept up to date as a way of providing a tool for staff induction. There is now a system in place for regularly reviewing all documentation and staff receive a detailed induction, so that they are clear about their role and responsibilities. The final recommendation has also been met, as staff records are now provided in an accessible format.

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):

- devise an effective key person system.

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