

Fair Play Out Of School Club

Inspection report for early years provision

Unique Reference Number EY277677

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Inspector Liz Corr

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Registered person Fair Play Childcare 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?

Fair Play Out of School and Breakfast Club was registered in 2004. It is managed by Fair Play Childcare Ltd and is situated in the N8 area of the London borough of Haringey. It operates from a two storey community centre. Children attend from Coleridge Primary School and have access to two large rooms situated on two floors. A small outdoor space is available for outdoor play.

There are currently 56 children on roll at the Out of School Club and 16 children on roll at the Breakfast Club. This includes part-time places and children aged over eight years. The Breakfast Club is open during term-time from Monday to Friday from 08:00 to 08:50. The Out of School Club is open during term-time from Monday to Friday from 15:15 to 18:00 and is registered to provide care during school holidays.

There are nine staff who are employed at the setting and five staff hold suitable child care qualifications. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean, bright and well maintained environment. They are learning the importance of personal hygiene as they are reminded to wash their hands on arrival at the setting before their snack. There are good supplies of soap and appropriate hand drying facilities which help prevent the risk of cross infection. Staff practise effective hygiene as they prepare snacks and drinks which further promote children's good health.

Children are well protected from the risk of infection as there is a clear sickness procedure and staff act in their best interests if children become ill. Permissions have been provided by parents in case of emergency medical treatment or advice. Children's individual health needs are well recorded including allergies. All staff hold valid first aid certificates which means they are well prepared in the event of an accident.

Meal times are relaxed, social occasions which are well prepared before children arrive at the setting. Children enjoy taking turns to help staff serve food. They sit contentedly during their tea as they talk about their day and activities they are interested in for this session. A range of healthy snacks are served including, fresh fruits and children easily help themselves to drinks throughout the session.

Children take part in planned and spontaneous physical activities which promotes a healthy lifestyle. The school playground is used on occasions for organised ball games. Children enjoy opportunities to dance and move energetically as they play on space hoppers.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are provided with a welcoming environment where staff are effectively deployed. The setting is well organised and provides children with space to move around freely as they take part in activities of their choice. They have opportunities to relax on cosy sofas where they can read books or watch a video.

Children are learning how to keep themselves safe when they take part in physical play. Staff encourage them to think about what they will need to make the area safe for example, as they take part in forward rolls. Daily risk assessments are carried out before children arrive to ensure the setting is free from hazards and clear procedures are in place for risk assessing activities off site. Appropriate fire equipment is in place and regularly checked. Children also take part in regular emergency evacuation procedures however, records have not been maintained for each evacuation. Staff follow clear procedures to ensure that children are escorted safely to and from school.

Children are well protected because staff are clear about their role in safeguarding children. Staff regularly review their child protection procedure during discussions at team meetings. The manager demonstrates a good understanding of her responsibilities to ensure any concerns are reported appropriately including, those against staff. However, the written procedure for reporting allegations against staff does not clearly define the steps to take including, informing the regulator.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a relaxed and happy environment. They settle quickly into the routine as they get ready for tea. They enjoy sitting with their friends as they help themselves to drinks and snacks. There are daily opportunities for children to be a 'special helper'. A child is keen to be put on the list for the following evening which is readily agreed by staff. Children benefit from the care and attention of the friendly and approachable staff team who respond positively to them throughout the session. Children happily take responsibility for clearing their plates after tea and are encouraged to think about their environment as staff have organised recycling facilities.

Children make choices and easily access a wide range of play activities. They become immersed in imaginary play as they dress-up in the home corner. Children happily engage with staff who are on hand to offer support as they play with construction toys. Areas to relax are provided as children quietly look at books or watch videos on one of the sofas. Staff know the children well as they engage them in conversations about their favourite football teams or ask about their day at school. Children play happily in self selected groups and are at ease with each other.

Helping children make a positive contribution

The provision is good.

Children receive individual care because their needs and circumstances are known to staff. Children who speak English as an additional language are supported as staff ensure they are provided with key words in their language. They are learning about the world around them as they celebrate a range of religious and cultural festivals. Positive images of diversity are displayed throughout the setting through posters and play equipment.

There are good systems in place to identify and support children with learning difficulties and/or disabilities. Staff collect useful information at the beginning of the placement to ensure they are aware of any additional needs. Staff work in partnership with parents, teachers and outside professionals to meet children's needs and provide an inclusive service.

Children are well occupied and treated with kindness and sensitivity. They are encouraged to think about their behaviour as have created their own list of boundaries for the setting. Children make choices about their play and receive regular praise and encouragement from staff who speak calmly and gently to children. Consequently children are busy, contented and well behaved.

Staff promote a good working relationship with parents through general daily feedback, newsletters and a useful notice board. They are consulted each year about the service as they are given an opportunity to complete a user survey. Their feedback and suggestions are used for future planning. A clear complaints procedure is displayed including, details of the regulator. This helps to reassure parents that their children are well cared for.

Organisation

The organisation is good.

Children are cared for in a comfortable and welcoming environment. Space is well organised and children are provided with a varied range of activities and experiences. They receive good continuity of care from a staff team they know well. Staff are deployed effectively so children receive consistent adult support. Positive relationships are evident between staff and children.

Appropriate recruitment and vetting procedures ensure that staff are suitable to work with children.

The setting is well organised and staff are aware of their individual responsibilities. A full range of policies and procedures are available to help the smooth running of the setting. However, the procedure for reporting allegations against staff and systems for recording children's departure are not fully secure. Clear information is provided for parents including, details for making a complaint. Children's individual records are well maintained and regularly updated.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection improvements have been made to the systems for recording the daily attendance of staff and for ensuring that parents provide permission for emergency medical advice or treatment. This enhances the overall welfare of the children at the setting.

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):

- ensure the child protection procedure contains clear guidance for dealing with allegations against staff including, details of the regulator
- improve systems for ensuring that children's departure times are recorded each day and for recording emergency evacuations

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