

# Glynne After School Club

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY240218                |
| <b>Inspection date</b>         | 18 March 2008           |
| <b>Inspector</b>               | Elaine Margaret Hayward |

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| <b>Registered person</b> | Glynne After School Club |
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| <b>Type of inspection</b> | Childcare |
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| <b>Type of care</b> | Out of School care |
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## 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](http://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 Glynne Before and After School Club opened in 2003. The group is organised by a parent committee. The provision has access to a classroom, main school hall, computer room, library area, playground and playing field.

A maximum of 24 children aged from four to eight years may attend the club at any one time. It is the admission policy of the club to allow children up to the age of 11 years to attend. Opening times are from 07.45 until 08.50 and 15.20 until 18.00 each weekday during school term times. The provision is available to children attending the school.

There are currently 68 children on roll. Children attend a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities.

Eight staff are employed to work with the children. Of these, five hold appropriate early years qualifications and one is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is protected because staff recognise and reduce possible risks. Children learn about effective hygiene practices through established routines and by learning from example. Children know why it is important to wash their hands before eating. Children are protected from cross-infection with clear sickness policies in place. Should children have an accident, need medication or become unwell, they receive prompt attention from qualified staff who maintain accurate records and keep parents informed.

Snack times are relaxed, social occasions when children sit and chat to each other and staff. Children have some opportunities to learn about healthy foods as they enjoy fruit and a biscuit after school. However, children's understanding and knowledge of healthy foods is not extended, notably before school, as breakfast is not provided. This can also result in a long period of time before children are able to eat. Children are well-hydrated with water being available at all times. Staff are clearly aware of any allergies or special requirements that children may have.

Children develop good understanding of how to keep healthy as they benefit from the fresh air and being active in the outdoor area where they enjoy a wide range of equipment and activities. They also enjoy good opportunities to be physically active in the hall where they have space to run around and play team games.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enjoy a warm and welcoming environment which is safe. High priority is given to safety with clear risk assessments and daily checks in place, along with good staff awareness and vigilance both inside and out in order to identify and minimise any hazards. Access to the provision is monitored with clear visibility, and all visitors sign the visitors book. As a result, children are able to play freely and safely, and effective organisation of space and staff deployment ensure that children can choose independently from a wide range of inviting activities and resources.

Children learn about safety, both indoors and out. They know where it is safe to run and where they should walk, that they should wait for staff to accompany them outside. They learn about fire safety as they regularly practise fire safety procedures.

Children are well protected from harm as staff have good understanding of child protection procedures. The guidance is clear and readily available to staff and parents. Staff recognise this is their first priority and are clearly aware of the procedures to follow should they have concerns about a child.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled, enjoying their time in the setting where they can be active or choose to play quietly. They arrive happily, and chat with their friends and staff. Children enjoy the freedom to choose what they want to do, whether it be joining in with planned activities or choosing their own. They are happy and well-occupied, showing intense concentration as,

for example they make their Easter baskets, or sit at a computer, playing a game or seeking information about a topic they want to know more about. Provision for physical activity and outdoor play is particularly good. Children are eager to play outside and use the playground and field where they play many team games with staff. If the weather is inclement they have plenty of space to play in the hall to move around.

Children are confident and have high self-esteem as staff show enthusiasm and praise their achievements. Staff listen and respond, and join in with their play. Staff know the individual children well. They have good understanding of each child and their interests. Good banter and teasing is evident between staff and children. They can be seen working collaboratively together to sign a birthday card for a staff member, ensuring that it remains a surprise until the right time!

### **Helping children make a positive contribution**

The provision is good.

Children are treated with equal concern and are respected as individuals. There are warm and close relationships between children and staff who can be seen chatting together, with warm-hearted teasing in evidence. Staff know the children well. Children's behaviour is good. They know what is expected of them, responding positively to the praise received. Children are encouraged to think about the needs of others. They are polite and play harmoniously together.

Children's specific needs are recorded to ensure that all children are fully included. Staff are positive about inclusion; a clear policy statement and good staff knowledge and skills support their practice. Children become aware of many areas of diversity and the wider society such as race, culture and gender, through a good range of resources and activities, although children do not enjoy the same wide range of resources to promote their understanding regarding disability.

The partnership with parents is good. Staff welcome parents into the setting and there is a good exchange of information. Policies, procedures and useful information about the provision are made available to parents. There is also a clear notice board which includes details of staff and the committee. Parents speak highly of the staff and the setting. Parents are aware of how they may make a complaint about the provision.

### **Organisation**

The organisation is good.

The good organisation of the setting ensures that children are happy, safe and settled. There are good systems in place to ensure that staff caring for children are suitable to do so, with robust recruitment procedures in place to ensure children are well-protected. Staff attend training in order to promote children's well-being and are enthusiastic and work well as a team. Good links are maintained with the school to ensure continuity of care for children attending the out-of-school provision. Staffing ratios and good staff deployment support children's care, learning and play and their ability to take an active part in the setting. The provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider was required to ensure that at least one staff member with a current first aid course which includes training in first aid for infants and young children was

on the premises. All staff now hold appropriate first aid certificates in order to improve children's health and safety.

The provider was also required to conduct a risk assessment of the premises indoors and outside and devise an action plan with timescales which identifies action to be taken to minimise identified risks. Full risk assessments as required, covering all areas, both inside and out, are clearly in place. Staff are vigilant and there are clear daily checklists in place. As a result, children's safety has improved.

### **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):

- develop children's knowledge regarding healthy eating, extending the provision of healthy foods
- extend resources to promote children's understanding of diversity regarding 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](http://www.ofsted.gov.uk)