

William Westley Primary School

Inspection report for early years provision

Unique Reference Number	EY350671
Inspection date	06 August 2008
Inspector	Veronica Sharpe
Setting Address	Mill Lane, Whittlesford, Cambridge, Cambridgeshire, CB22 4NE
Telephone number	01223 832 176
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Registered person	Whittlesford Out of School Club
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 club is operated as a registered charity and is managed by a voluntary committee of parents. It is located at the William Westley school in Whittlesford, Cambridgeshire and is registered to accept up to 25 children at any one time. There are currently 18 children on roll aged between four and 11 years. Children use part of the school premises and the school grounds.

During school holidays the club offers full day care each weekday from 08.00 to 18.00, subject to parental demand and accepts families from the wider area. In term times the club offers a breakfast club before school from 07.45 to 09.00, which is just for children who attend the primary school.

Six members of staff work with the children, mostly on a part-time basis, of these five have relevant child care or play work qualifications.

The same committee also operate Whittlesford Out of School Club after school during term time from the nearby village hall.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a good range of healthy and interesting snacks. A varied menu is planned with the children contributing their ideas so likes and dislikes are taken into account. During term time the breakfast club enjoys a good variety of cereals, fruit or toast. In the holidays children help to make sandwiches, have beans on toast or make their own pizzas. All this contributes to their understanding of healthy eating. At lunch time children sit together to enjoy food provided by their parents and carers, this is appropriately stored in a cool place so food is still fresh and appealing. Regular cooking activities help children learn practical skills as well as extend their knowledge of which foods are good for them, for example, they explore different sorts of fruit as they create a 'knickerbocker glory'. Fruit squashes, milk and water are served during meals and children access fresh drinking water independently so they are well hydrated.

Children have use of the school grounds where they can run about and benefit from fresh air and exercise. Varied resources enable them to develop their physical skills and participate in active games, such as bats and balls, pedalos and skateboards. Staff arrange group games, such as basket ball to encourage children to participate in active play together.

Appropriate records are kept of any accidents and these are reviewed as part of the risk assessment to identify any safety concerns. Staff have attended first aid training so children receive necessary treatment in the event of minor accidents. Generally hygiene procedures are adequate in that children learn to wash their hands, for example, after using the toilet. However staff do not always remember to make sure tables are clean and hygienic before meals, which potentially puts children at risk of cross-infection.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a spacious hall in the school where there is ample room to move around freely. Rooms are safe and well maintained and the premises are secure to keep children safe. Daily risk assessments make sure the areas used by the children are safe and fit for use. Children have their boundaries clearly explained to them so they learn to keep themselves safe. For instance, they are expected to stay in sight of a member of staff at all times and staff, in turn, are vigilant so they supervise the children effectively.

Children practise the emergency evacuation plan regularly so they know how to respond in the event of a fire. During the playscheme they practise on a weekly basis to make sure any children new to the club know how to keep themselves safe. Logs of drills are kept so staff can ensure everyone attending has an opportunity to participate. Appropriate procedures keep children safe on outings, for example, as they walk to and from the nearby recreation ground.

Staff organise a reasonable range of resources that are suitable for children's age and stage of development. Table top activities, such as art, craft, drawing, sticking and cutting ensure children can make some decisions about their play. Children enjoy being creative with a large collection of small construction sets and eagerly access dressing up clothes.

Children's welfare is safeguarded because staff have a clear knowledge and understanding of their roles and responsibilities with regard to child protection issues. Policies and procedures follow guidance from the Local Safeguarding Children Board. Most staff have attended some child protection training so they know how to respond in the event of concerns being raised.

Helping children achieve well and enjoy what they do

The provision is good.

Relationships between the staff and children are warm and friendly. Children clearly enjoy the company of the adults and interact easily with them, for instance, they play basketball together and take turns 'shooting the hoop'. Children play together happily and develop firm friendships; older children involve younger ones in their activities, for instance they organise a 'fashion show' and invite the other children to watch.

Accessible storage of resources is difficult as the club uses the school hall, which has limited shelving or cupboard space. However, staff set out a good range of activities for children to access during the session and are responsive to children's requests for alternative items, such as different construction sets or board games. Books, puzzles and games are available each session as well as arts and crafts and children enjoy occasional use of a television or computer games.

Children say they look forward to playing outside and eagerly question staff about the activities available in the outdoor areas, although sometimes the routines of the day limit their ability to choose when to play outside. However, staff follow outline plans to ensure children have a variety of experiences over the holidays and make sure some of the activities are new to the children, and therefore help to maintain their enthusiasm, for instance, they have borrowed resources that help children learn circus skills, such as Diablo and spinning plates. During term times children have an opportunity to sit quietly and socialise as they eat breakfast and prepare for school.

Helping children make a positive contribution

The provision is satisfactory.

Staff support the children in their activities and show an interest in what they say and do. This promotes children's self-esteem and develops their confidence. Children respect their environment and their peers and behave well; they discuss their problems with adults and each other and devise their own code of behaviour. This helps them to resolve any concerns and as a result, friendships are warm and trusting. Children demonstrate caring attitudes, for example, as they help younger children in their activities. Children gain knowledge and understanding of the wider world through a variety of activities that help them learn about other cultures and countries and there is a reasonable range of resources that show positive images of diversity, such as books, puzzles, art and crafts.

Activities are varied and generally meet the needs of the children who attend. However, some of the craft activities need a high level of adult intervention to be successful, which discourages children from attempting them. In addition, some of the craft activities, for example the felt bags, give children no opportunities to develop their creativity and although the end products are attractive fail to engage their interest for more than a few minutes.

Those children who only attend the playscheme receive support from staff to settle in and as a result develop friendly relationships with their peers. Children with learning difficulties and/or

disabilities would receive appropriate support from staff because the club has developed sound partnerships with parents and carers. Parents and carers share daily conversations with staff so they know about their children's activities. A notice board keeps parents informed of changes and routines as well as weekly menus and activities.

Organisation

The organisation is good.

Children are protected by robust procedures that ensure they are cared for by appropriately vetted and experienced staff. A clear induction procedure is in place for any new staff and a new system of appraisals aims to help the manager and the management committee identify training needs. The playscheme mostly has the same staff as the out of school setting and therefore children benefit from continuity of care. Generally staff have a pro-active approach to professional development and attend a range of courses to update their skills, such as child protection and first aid. They deploy themselves well during sessions ensuring children are supervised and supported appropriately during the sessions.

Sometimes the routines of the day impact adversely on children's ability to make independent decisions about their play, for instance, they play outside as a whole group rather than being able to choose. In addition the organisation of some of the activities does not always take into account what children need, for example, there are dressing up clothes but no mirror. This limits children's opportunities to extend and develop their play.

All necessary documentation is in place and kept with due regard for confidentiality. Children's individual records are kept on site and reviewed regularly to make sure any information is up-to-date and meets children's needs. Policies and procedures are shared with parents and carers. This contributes to children's overall health, safety and welfare. Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- avoid cross-infections by ensuring tables and food preparation surfaces are clean and hygienic
- continue to develop the range of activities, particularly arts and crafts, to ensure they offer children appropriate challenge and meet their individual needs
- continue to develop the organisation of activities and the routines to improve children's opportunities to make independent choices about their play.

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