

Waingroves Out of School Club

Inspection report for early years provision

Unique Reference Number	EY357064
Inspection date	17 June 2008
Inspector	Joanne Baranek
Setting Address	Waingroves Primary School, Waingroves Road, Waingroves, RIPLEY, Derbyshire, DE5 9TD
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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Waingroves Out of School Club opened in 2007 and operates from the main hall of Waingroves Primary School. The out of school club serves the local area and surrounding villages.

The setting opens five days a week during school term only. Sessions are from 07.45 to 09.00 before school and from 15.00 to 18.00 after school.

There are currently 21 children aged from 4 to 11 years on roll.

The provision employs five part-time staff who work with the children. Over half the staff hold appropriate early years qualifications. One staff member is currently working towards a recognised early year's qualification.

The out of school club receives support from Derbyshire local authority and is a member of the Derbyshire Kid's Club Network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children remain healthy through robust hygiene practices such as the staff encouraging children to wash their hands before eating and after using the toilet. They use liquid soap and dry their hands with an electric hand dryer to limit cross-contamination. Accidents are recorded on individual forms that includes comprehensive details relating to the accident and are signed by parents at the end of the session. This enables parents to monitor their child's injury. Written permission is obtained from parents before staff administer medication which includes the dosage required and the times the medication requires to be given. Robust systems are in place to ensure information received regarding any medication a child requires at school is passed on to staff. This ensures a child does not receive an overdose of medication and all information is passed on to the parent to support a child's continuity of care. There is a comprehensive policy that states sick children do not attend the setting and it also identifies 'exclusion periods' for common infectious diseases to enable staff to prevent the spread of infection. Parents read and accept this, on admission. As a result parents understand that children must not attend if ill.

Nutritiously balanced snacks are provided for children and staff ensure that this is prepared and stored safely. Snacks include fruit, pitta bread, and a variety of fillings and toast with toppings. Staff discuss and encourage healthy eating to support children's development, for example, they encourage children to choose the brown bread option. Dietary requirements are obtained from parents on admission. Staff are fully aware of this; as a result children with specific needs are cared for in line with parent's wishes. Children independently access fresh water throughout the session with a choice of juice, water, milk and warm drinks at snack time. This enables children to remain hydrated and nourished whilst attending the setting.

Children develop their physical skills through a variety of activities that are available. There is an enclosed outdoor area where children practise their throwing and catching skills, use skipping ropes and run and chase about. Staff play games with the children to encourage them to exercise in the fresh air with activities such as cricket or football, to encourage their team playing skills. This helps children develop their large muscles and stay healthy through exercise. Their small muscles are developing through the use of a selection of activities such as, using play dough tools, construction activities and painting or chalking in the creative area. Children use mark-making equipment to develop their accuracy skills and strengthen their finger muscles. They play computer games to develop their information technology skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are safe and secure because safe equipment and satisfactory procedures are in place. Staff regularly check the room before children arrive carrying out risk assessments to identify any potential hazard. Any hazards are addressed to ensure children are safe from harm as all issues requiring attention are recorded and rectified promptly. Children are supervised at all times which includes being escorted to the toilets which are down the corridor from the main club area, to ensure their safety at all times. However, children's safety is compromised because staff do not consistently record their time of arrival. This has the potential for a child to arrive or leave unnoticed. The room is well lit through adequately sized windows letting in natural light. This is supported by electric lights when required. The temperature is adequate through

the use of radiators and windows that open. Children enjoy relaxing, if they wish too, in an area set out with cushions and a soft mat.

They are provided with a child friendly environment because staff set out the session before children arrive. They sit at tables comfortably and access resources easily with brightly coloured facilities and fixtures that helps to provide a stimulating area where children learn and play in comfort and safety. Colourful displays of children's work from within the school is displayed on the walls although because it is also a sports area this is restricted due to the potential for safety issues to arise. Toys are suitable for the age of the children who attend and broken worn out equipment is thrown away to prevent accidents. Resources and equipment is checked for safety and cleanliness particularly when staff transfer toys from a storage shed to the main room and back again. They are cleaned as necessary to ensure cross-contamination is limited.

Risk assessments are carried out on the premises and the equipment and any dangers identified. Equipment is replaced to reduce any risk to children, visitors or staff. Children transported in a vehicle remain safe because appropriate insurance cover is obtained and safe booster and car seats are used for individual children. Children are safeguarded from fire hazards because detection systems are in place and fire extinguishers are situated in the room. Security within the setting is good because staff monitor visitors who enter the building to collect children, at the end of session. Visitors access the building through the main door and are escorted into the building, once their identification is checked. These robust procedures and the direct supervision of the children at all times, ensure children are not placed at risk from unknown adults who may enter the premises unseen.

Children are safeguarded because staff understand child protection policies and procedures. All policies are shared with parents on their child's admission. This ensures they are aware of the procedure staff follow in the case of any abuse to a child. This policy includes the procedure to follow in the case of an allegation made against a staff member. The manager is the designated member of staff with responsibility for child protection and has attended appropriate child protection training. This ensures staff are supported to protect children from harm. All staff know the signs of abuse and have a good understanding of what to do if they have a concern about a child. This ensures children are safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children's individual needs are met through the activities provided and the resources available. They enjoy their time within the club and learn new skills to help support their development. Staff provide a variety of activities to encourage children to develop emotionally, physically and intellectually. This includes role play equipment, construction activities and computer games. Activities are changed daily to keep children interested and to refresh their learning linked to a child's age or level of maturity. Children independently access activities and resources from a mobile cart from an outdoor storage area. Children access other activities by asking staff if they can choose further resources from outside. This supports a child's independence and allows them to choose activities they wish to play with.

Creative activities are available for children to access on a daily basis, for example, play dough and colouring. This gives children the opportunity to express their creative side. Children and staff discover new creative avenues through experimentation with junk modelling and the making of outfits. For example, creating a pirate ship out of cardboard boxes, and Chinese outfits from scraps of material. These creative activities link to topics or themes chosen by the

children. Other resources available include board games, puzzles and a variety of computer based resources. Children access a variety of programmes that support their hand to eye coordination and other games to play with their peers. Staff monitor children to ensure they access a variety of activities that include outdoor play. This encourages their progress and development. Staff begin to assess children progress on a regular basis to observe how they are developing in all areas of learning. This enables staff to plan for a child's next stage of learning.

Children's opinions are sought through the provision of a specially designed questionnaire. They give their opinion on their time spent at the setting and the activities available and any other resources they would like. This helps staff reassess activities for the benefit of the children and to assess their own practice. Each child has a key person so they talk to them about any issues or problems. This also gives parents a point of contact that is consistent. Children's self-esteem and confidence is fully supported by staff who praise and listen to them taking on board what they have to say. Staff readily join in with all activities and games the children play and encourage participation to ensure children have fun. This forges good relationships between the staff and the children.

Helping children make a positive contribution

The provision is good.

Children are all included within the setting irrespective of ethnic origin or religious background. This is fully supported through the provision of documentation that records and embraces their ethnic origin, culture, religion or language. An equal opportunities policy is in place and shared with parents demonstrating the commitment to inclusive practice. They discuss with parents how their child will be supported and their cultural and religious identity respected through the celebration of festivals and the provision of appropriate resources and activities. The manager has attended an inclusion practice and values training course to enable her to support diversity. Staff provide activities and resources that are available for the children throughout the session. For example, activities celebrating Chinese New Year, Diwali and Christmas. The children celebrate different festivals through dressing up, discussions and they try different foods linked to a particular festival. This helps children value diversity and develop an understanding of the wider world.

The provider supports children with learning difficulties and/or disabilities as staff attend courses on additional needs. As a result they are confident to provide appropriate aide for children. Attendance at specialised courses such as 'autistic spectrum' enables the manager to fully support the staff and children here. The special needs policy follows the code of practice and explains how staff ensure all children are treated with equal concern. Staff's experience in working alongside support agencies, schools and parents enable children with learning difficulties and/or disabilities to be fully supported in all the provisions they attend. Staff are adept at placing appropriate strategies in place to enable all children to have equal access to the activities and resources that are available. These procedures ensure all children and their families are supported across all aspects of their care and education.

Children manage their own behaviour well because of the consistent methods staff use to encourage good behaviour. Ground rules are in place with clear boundaries, that children understand, providing them with guidelines to follow and support in learning right from wrong. Children help design and agree the rules so own and respond to them well. The procedures used to encourage acceptable behaviour are viewed by parents on admission. This ensures they are aware of how the setting supports their child. Another policy states the staff's approach

to bullying and how this unacceptable behaviour is discouraged by encouraging children to talk through disagreements. Good behaviour is consistently praised to develop a child's self-esteem. This encourages children to manage their own behaviour successfully.

The provider supports partnership between the club and the parents of the children they care for. They talk to parents regularly about their child, what they have been doing and if any accidents or injuries during the session or at school have taken place. They provide two-way communication between the school and home environment particularly if parents are unavailable for school runs. They work well with the school to ensure this communication is on going. Policies are shared when a child first joins the setting, to enable parents to understand how the setting works and the procedures staff follow. The particular needs of the children are discussed to ensure they receive the care parents require. Staff request parent's feedback through regular questionnaires. They address any worries or ideas they have and feedback to all parents through regular correspondence. There is a complaints policy in place to ensure that any worries or concerns a parent has is followed up correctly. For example, signposting them to contact the regulator if unresolved.

Organisation

The organisation is satisfactory.

The manager and owner of the setting is suitable to look after children and has a National Vocational Qualification Level 3 in play work. She also manages another out of school provision in the area. She has appropriate training in first aid and child protection together with experience of working with children with additional needs. This enables her to provide appropriate care for all children who attend. She has knowledge of the Early Years Foundation Stage to support the under five-year-olds within the group. All staff and adults who have contact with the children are Criminal Record Bureau checked. As a result she ensures all staff working with the children are suitable to do so and therefore ensuring all children are safeguarded.

Staff do not record the children's hours of attendance and the staff attendance is not recorded consistently on a daily basis. This is a breach of 7.4 regulation therefore impacts on the manager's ability to keep clear documentation at all times of the children in the session and who is caring for them. However, the manager is aware of the importance of clear records. The numbers of children cared for are low and do not leave the school premises in order to access the setting. Therefore there is limited impact on the safety of the children due to the staff's direct supervision at all times. As a result although the children's arrival times are not recorded consistently a clear daily record of the times the children leave the provision is in place, ensuring staff know when the child has been collected. All staff receive an induction and the manager makes sure their knowledge of child protection, health and safety and fire evacuation procedures are clear during their induction. As a result they fully understand the policies and procedures the setting uses. The space and equipment is suitable for all children providing adequate space for children to relax and play. Overall children's needs are met.

The organisation is well organised and all paperwork carefully filed and easily accessible by parents, if they wish to see their child's details. Each child's individual file ensures confidentiality is maintained. Contact details for parents is available to ensure they can be contacted in the case of an emergency. Staff carry mobile phones at all times so that parents are able to make contact at all times. Policies are updated on a regular basis and available for parents to refer to which enables them to be up to date with the procedures the staff use on a daily basis.

Improvements since the last inspection

This is not applicable as this is the first inspection since registration.

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 to 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 satisfactory. 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 all arrival times for the children and arrival and departure times for staff are consistently recorded.

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