

School Out Club

Inspection report for early years provision

Unique Reference Number	EY358941
Inspection date	13 June 2008
Inspector	Jennie Lenton

Setting Address	408 Blurton Road, STOKE-ON-TRENT, ST3 3AJ
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Registered person	Schools Out 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?

School Out Club has been registered since 2007. It operates from a single storey building in Stoke-on-Trent, Staffordshire. The setting provides before and after school care and a holiday club. Children attend from a number of schools in the local area. The setting is open from 07:00 to 08:45 and 15:15 to 19:00 every weekday. It is registered to care for a maximum of 24 children under the age of eight years. Currently there are 17 children under eight on roll. Children up to the age of 14 years also attend the provision. Children with learning difficulties and/or disabilities are welcomed.

The setting employs four members of staff. Of these, two are qualified to NVQ Level 2 or above.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from cross-infection as staff follow effective procedures to maintain the health of all. For example, tables are wiped down before and after snack time and the kitchen area is thoroughly cleaned after food preparation. Children who are unwell do not

attend the setting. This successfully protects others from exposure to infection. Any child who becomes ill at the setting is well cared for whilst they await collection by a parent. Children's health is further promoted as staff encourage them to consider their own hygiene. As a result of well-established routines, children are developing a good understanding of how to stay healthy. They learn to take responsibility for their own needs as they willingly go and wash their hands before settling down to eat or play. Children also receive prompt and appropriate treatment in the event of an incident. The setting consistently collates parental permission for emergency advice to be sought and staff are clear about the need to accurately record any accidents that occur. Parents are informed about any treatment given and are provided with additional information in the event of a head injury. This helps to ensure children's well-being.

Children's dietary needs are met as the setting records details of any allergies or religious requirements. Breakfast is available in the mornings and a substantial healthy snack is provided after school. Children enthusiastically tuck into chicken or ham sandwiches with salad. They try out new foods as staff encourage them to sample the healthy options. They sit together companionably as they eat, chatting and laughing with their friends. A selection of fresh fruit is also available and children help themselves to segments of orange and apple. There is also access to fresh water throughout the session. This helps to ensure that children remain hydrated. The outside area is not yet available for use. However, staff ensure that children enjoy regular exercise, playing games such as cricket and rounders in a nearby park.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children feel confident and safe in the setting. The building is secure as exterior doors are kept shut and the main entrance is only accessible with senior staff agreement. Children are protected as staff oversee any admittance of visitors. A high level of supervision also promotes children's safety as they play. Staff monitor their activities in both rooms of the setting which reduces the potential for accidental injury. All equipment is fit for purpose. Children also learn how to keep themselves safe. For instance, they regularly take part in the emergency evacuation procedure. This helps to ensure that in the event of an emergency they respond calmly and quickly to instruction.

The setting has all required safety policies in place. These are generally well written, helping to ensure all staff understand how to act in the best interests of the child. For example, there is a comprehensive lost child policy which includes step by step instructions about how to respond appropriately. However, the uncollected child policy lacks some detail. Should it be impossible to contact parents or other carers, the policy does not make it clear what action should follow. Consequently, children's welfare is not fully promoted.

Staff are clear about their role and responsibilities in relation to child protection. They demonstrate a strong commitment to ensuring that all children are appropriately safeguarded from abuse or neglect. Staff understand the correct procedures to follow and have a sound understanding of the signs and symptoms that alert to abuse. A comprehensive policy supports their practice. This includes all relevant contact details and additional guidance. This helps to safeguard children from potential future harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and content in the friendly setting. They communicate well with each other and have developed positive relationships with the staff. Their self-confidence flourishes as staff listen to them and value their achievements. For example, staff comment positively about children's paintings and constructions encouraging them to feel pride in their work. This effectively promotes children's self-esteem and sense of worth. Children also develop a good sense of belonging as they are active in the running of the setting. They take part in drawing up ground rules and are included in many of the decisions about the layout and activities at the club. For instance, they choose the colour scheme for the interior walls and have an input into the design of the outside area. A children's council is held regularly. As a result of this, they value their club and generally show mature respect for their surroundings, the staff and each other.

Children have lots of fun. They quickly engage in their preferred activities, playing computer games or settling down to craft activities. They share popular resources with little intervention from the staff. Older children, in particular, show concern for younger ones and ensure that they are included in group activities. For example, when playing active games like 'tag'. Children also have access to a range of books, board games, dressing up clothes and toys. The relaxed atmosphere enables them to joke and chatter as they play. As a result, children state that they 'love coming' and 'wouldn't want to change anything' about the setting. They clearly relish their time and are reluctant to leave when parents arrive to collect them.

Helping children make a positive contribution

The provision is good.

Staff are extremely skilled in ensuring that all members of the group feel included and are treated with equal concern. Quieter children are not overlooked as staff make sure that resources are accessed fairly and more assertive children are encouraged to use their skills positively. For example, leading the children's council. The setting provides resources that represent the wider community and all the children that attend. Children are aware of different backgrounds and abilities as a result. This encourages them to view themselves and others positively. Access to the setting is good with all facilities on one level. Children with learning difficulties and/or disabilities are warmly welcomed. There is a clear commitment to including all children and working positively with their individual needs. Each child is effectively supported as staff skilfully adapt their ways of working to assist every child in meeting their full potential. Staff work well with parents discussing any special needs and providing additional advice when needed. As a result, children with a range of behaviours and additional requirements make good progress.

Children behave well. There is a clear and comprehensive behaviour management policy which illustrates that children's behaviour, including bullying, is well understood. Staff generally use positive reinforcement to encourage good behaviour and children receive lots of praise. Unwanted behaviour is dealt with effectively as children are reminded of the rules of the setting and are given time to reflect on their behaviour. They are included in decision making and in creating new rules and boundaries as required. This helps them to appreciate that their actions have consequences for themselves and others. Consequently, they are developing a sense of personal responsibility which is reflected in their generally mature behaviour.

Communication with parents is good. They are provided with information about the setting's activities; new policies and procedures are displayed on the noticeboard. Parents also have

opportunities to discuss their child's progress daily. Staff are friendly and approachable, talking with parents informally at collection times. Formal meetings are also arranged when a higher level of support is needed. Children benefit from the positive relationships as their welfare and safety are discussed. For example, staff work with parents to ensure children only leave with an agreed adult. Staff are informed of any changes to usual collection procedures and carry out further checks on any unknown friend or relative. This safeguards children from inappropriate collection.

Organisation

The organisation is satisfactory.

Policies and procedures are generally of a high standard and most work well in practice to deliver high standards of care. Children's attendance is recorded for both morning and afternoon sessions, with times of arrival and departure indicated. These indicate that ratios of adults to children are consistently met. However, the register is poorly set out, making it difficult to read at a glance. This impacts negatively on effective organisation as staff are not able to use this document for quick reference. For example, when calling out names after a fire drill. Therefore, children's safety is compromised.

The setting has suitable recruitment and vetting procedures in place. This ensures that children are supervised by appropriate individuals. Staff have annual appraisals where their performance is discussed. They are encouraged to access training that interests them to build on their existing skills and knowledge. Children benefit as new ideas and techniques are incorporated to enhance their care. However, the training needs of the setting are not always promptly identified and staff are not asked to disclose any changes to their medical or personal status. This compromises children's well-being as relevant issues are potentially overlooked.

Children's welfare and safety is otherwise well promoted as staff are involved in direct work with children throughout the session. They enhance children's enjoyment as they play alongside them and safeguard them from harm by supervising all activities. All children's records are stored securely with appropriate regard to confidentiality. There is a clear understanding of the National Standards and a genuine commitment to ensuring positive outcomes for children. 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):

- improve the uncollected child policy
- revise the system for recording children's attendance
- devise and implement a system to assess the ongoing suitability of staff and to ensure that the training needs of the setting are promptly met.

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