

Harlands Out of School Club

Inspection report for early years provision

Unique Reference Number	EY366435
Inspection date	05 August 2008
Inspector	Jayne Rooke
Setting Address	Parklands Infant And Nursery School/Harrington Junior School, Wilsthorpe Campus, Derby Road, Long Eaton, Nottingham, Nottinghamshire, NG10 4BJ
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Registered person	Helen Stokes
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?

Harlands Out of School Club is run by private ownership. It opened in 2007 and operates from the school halls within Parklands infant and nursery school and Harrington junior school in Long Eaton, Nottingham. A maximum of 30 children may attend the after school and holiday club at any one time. The club opens each weekday from 07:45 until 09:00 and 15:15 until 18:00 during term time and 08:00 to 18:00 during holiday time. All children share access to a secure enclosed outdoor play area.

There are currently 45 children aged from three years to 11 years on roll. Good systems are in place to provide appropriate care for children with learning difficulties and/or disabilities.

The club employs three members of staff, all hold appropriate early years qualifications. One member of staff is working towards a further qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy good health and a healthy lifestyle. Good hygiene routines are maintained by all staff so that children play in a clean and bright environment. Children learn how to keep themselves clean, washing their hands after visiting the toilet and before meals. Individual paper towels are available for them to dry their hands preventing the spread of infection. Children each receive individual gifts such as toothbrushes and toothpaste following dental hygiene projects, promoting good standards of personal hygiene. Medication procedures are clear so that relevant information is obtained prior to children requiring any medication. Individual medication records are signed by each child's parent, ensuring the safe administration of medicines. All staff hold appropriate first aid qualifications and written parental permission is requested for each child to ensure that any necessary emergency medical treatment and advice can be obtained. There are clear procedures in place to deal with any accidents and injuries and relevant records are kept.

Children enjoy healthy, nutritious meals. An interesting and varied menu is planned for the school and holiday club which include fresh ingredients and a good balance of fruit, vegetable, salad and hot and cold snacks. Children demonstrate their knowledge of healthy eating as they write up menu lists and make different types of food out of play dough in the role play café. This helps children to develop positive attitudes towards healthy eating. Children's individual dietary needs and preferences are respected with alternative meal options being offered if required. Fresh drinking water is accessible to children at all times and they can help themselves to drinks from their own drink containers so that they do not become thirsty. Mealtimes are sociable occasions where children sit together in small groups in a happy and relaxed atmosphere.

Children take part in robust active play indoors and outside each day which promotes their physical development. They enjoy playing tennis, rounders, badminton and a variety of action and ball games. They have regular fresh air and exercise in the school field and playground areas. They also visit the local park nearby. They learn about the importance of keeping fit and healthy during music and dance sessions and use small tools and equipment during art and craft activities and model making projects.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is given high priority. Staff take positive steps to ensure that all areas used by children are thoroughly risk assessed, keeping detailed records of daily checks. Good security procedures ensure that only authorised persons are allowed access into the nursery. All visitors have to sign a record detailing the purpose of their visit and times of arrival and departure. Children move around safely and freely within the school hall. They can access toilets independently managing their personal care needs in a safe environment. The premises are maintained in a good state of repair and décor, creating a welcoming atmosphere. Furniture, toys and equipment are suitable for their purpose and conform to safety standards, ensuring children can play safely and take part in a wide range of activities which are suitable for their age and stage of development.

Staff have good knowledge of health and safety procedures to ensure that hazards and risks to children are minimised both indoors and outside. Areas where children play and rest are

checked each day and children remain under the close supervision of staff at all times. Risk assessment records are regularly reviewed to ensure that potential hazards are identified and appropriate action is taken to prevent accidental injury. There is a clear fire safety procedure which is practised regularly, ensuring children can leave the building quickly and calmly in the event of an emergency. Staff are sure of their roles and responsibilities regarding children's safety and well-being. They ensure children wear emergency contact information stickers when they go to the park so that staff can be contacted in the event of an incident or injury. Children learn how to keep themselves safe, staying close to a trusted adult and following road safety rules. Their safety knowledge is strengthened during safety awareness activity projects and child friendly information leaflets are available.

Staff are confident in their knowledge about all safeguarding children procedures. They have attended the necessary training and are confident to put procedures into practice to protect children from harm and neglect. There is a detailed safeguarding policy which sets out procedures to follow in the event of an allegation of abuse whilst a child is in the care of the provider.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They feel confident and secure with familiar adults. They enjoy a wide range of activities and games which build on their natural curiosity as learners. They delight in imaginative and creative activities such as drawing, dance and dough making. They are enthusiastic and interested in role play games playing imaginatively together to 'cook' food 'to order' in their play kitchen. They use a variety of malleable, natural and man made materials and food products during their imaginative play and supervised cooking activities. Resources are readily accessible on low-level tables and floor mats. Children know where to access other toys and equipment if they wish to request changes. This encourages children to make choices and decisions for themselves. Children are active indoors and outside and have time for rest, during quieter times of the day. They enjoy outings to the park for active games and picnics.

Staff work well with the children and are actively engaged in children's play. They talk to the children to find out about their ideas and what children like to do. This helps them to plan successful and interesting routines and activities which hold children's interest, such as treasure hunts and map drawing. All children enjoy a wide range of exciting activities that take into account their own suggestions. They talk enthusiastically about the cinema day and draw pictures of and write up a review about how funny the film was. They liked it because it was 'enjoyable', 'silly', 'crazy' and 'the chipmunks are cute'. They spontaneously write stories using the accessible writing and colouring materials. They confidently explain what their story is about, describing imaginary characters and show sensitivity to others who have differing abilities and needs.

Girls and boys work well together to design and create models and buildings using construction toys and tools. They are inspired to build a variety of 'mouse' and 'chipmunk' homes and vehicles using the 'workshop' tools and small Lego pieces. They decide how to play games such as chess and draughts and talk to adults confidently, asking for help to follow instructions if needed. They are engrossed and show great interest in the character cards, swapping, reading and exchanging information with each other. Children benefit from interesting learning experiences such as activity projects and visits from the dentist, police officers and a dance instructor. Photographic records show that children have 'lots of fun' dressing up in character costumes and become enthralled by what they see during the 'zoo lab' visit as they look at and hold a variety of interesting creatures.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging as they enter the school hall happily and with confidence. All children have equal access to toys, equipment and resources which help them to learn about the wider world. For example, multicultural books, puzzles, role play costumes and the celebration of festivals help children to respect the beliefs and traditions of others. Children's art work is displayed showing activity projects which help them to learn about the different parts of the world. There are some pictures and posters displayed which generally reflect the community of the children attending. Staff continually review the use of resources based on children's level of interest and involvement and actively encourage children to choose and make a wish list of desired toys and equipment. There are good systems in place to support children with learning difficulties and/or disabilities. Staff understand how to provide the necessary support and guidance to children and their families to promote inclusion.

Children behave well. They learn how to help each other and keenly take part in familiar routines at snack time and tidy up time. They take responsibility for establishing club rules to ensure that they 'remember to use their manners', 'treat each other kindly', 'behave sensibly' and 'listen to adults'. Staff give children time to express their thoughts, feelings and emotions, ensuring that children 'have fun' and 'are happy'.

Parents are welcomed into the setting and have good relationships with the staff. They talk to staff each day about their child's care and play routines. Parents' views are actively sought and valued. Parent questionnaire comments reflect the many positive feelings parents have about the range of activities, care and support their children receive. Parents receive detailed information about all policies and procedures including how to pass on any compliments or concerns regarding their child's well being.

Organisation

The organisation is good.

Children are cared for by staff who hold appropriate qualifications and have completed the necessary vetting procedures. There are good systems in place to monitor the continued suitability of adults who work with the children. All staff are keen to attend training events to further develop their knowledge and skills. An effective appraisal and mentoring system ensures that all staff have a clear understanding of their roles and responsibilities. This ensures that children are supported by knowledgeable staff.

Space and resources are well organised both indoors and outside. This successfully enables children to take part in varied and interesting activities which help them to develop and learn. Children have many opportunities to interact with each other during well planned routines. All of the necessary records and documentation are in place for the safe and efficient management of the setting. 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):

- develop further resources which reflect the diversity of the local and wider community.

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