

# Heptonstall Out of School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	303746
<b>Inspection date</b>	21 May 2008
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<b>Registered person</b>	Heptonstall Out of School Club
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](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?

Heptonstall Out of School Club opened in January 1992 and is managed by a voluntary management committee of parents. It operates from Heptonstall Junior, Infant and Nursery School, a small village school in Heptonstall, situated in Hebden Bridge, West Yorkshire. It operates in the main school hall, and has use of adjacent kitchen facilities in the staff room on the first floor. Children share access to a secure outdoor playground and field.

A maximum of 24 children may attend the provision at any one time. The out of school provision includes a breakfast club that operates each weekday from 07.30 until 08.55 and the after school club opens from 15.30 until 18.00 during term time only. There are currently 60 children aged from three to under eight years on roll.

The out of school club employs one full time and two part time staff. All staff hold relevant early years and play-work qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children have access to a spacious environment, which they use well to move around safely and independently. They enjoy a good range of energetic physical activities that contribute to a healthy lifestyle. They use their bodies to move in various ways, such as balancing on stilts, bouncing on hoppers and crawling through a tunnel. Children have positive experiences to develop hand-eye coordination and promote physical development as they play catch with adults. Children also have daily use of the school playground and field. Children have a clear understanding of healthy living and recognise that in order to remain healthy they need to 'drink five glasses of water' daily. They also appreciate the importance of exercise and the changes that affect their bodies during and as a result of exercise. For example, they explain that 'your muscles grow, your heart beats faster and you get thinner'.

Children are effectively protected from infection as the setting's health and illness management procedures make sure that staff act in the best interest of children and prevent cross infection. Children gain knowledge of good personal hygiene through established and familiar daily routines, to prevent the spread of infection. Children are clear about why hand washing is important and provide a full explanation that 'you will get germs and you will get poorly'. Disposable paper towels and soap in the hand washing area ensure that good levels of hygiene are sustained. Arrangements for recording accidents are in place and generally met well. However, accident records do not contain sufficient details about the exact location of any injuries recorded. Medication records and first aid arrangements fully meet requirements to protect children.

Children are well nourished. Staff recognise the importance of healthy eating and provide children with a range of nutritionally balanced and healthy meals, which include fresh fruit and vegetables in their food intake, in order to promote their healthy growth and development. Staff consult parents regarding children's dietary and religious needs and these are taken into account and provide meals and snacks that appeal to children and meet their individual dietary needs. Children thoroughly enjoy their food and mealtimes are used to promote social interaction. They have a secure understanding of healthy eating and distinguish good and bad food. They recognise that although chocolate is nice it is not healthy because it contains 'a lot of sugar, which can make you put on weight'. They also recognise that vegetables have vitamins and they are nutritious, like brown bread.

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

The provision is good.

Well implemented policies and safety procedures ensure that children are cared for in a safe and secure environment. Risk of accidental injury to children is minimised because staff are vigilant and use effective risk assessment alongside daily visual checks to reduce potential hazards. Arrival and departures are monitored and children know that they are not allowed to leave the premises without telling a member of staff. Children have a clear understanding of how to keep themselves and others safe. For example, they know that they must not run indoors, and make sure that they tidy up after themselves to prevent others from falling over. Fire safety is effective. Evacuations are carried out every six weeks, practised with children and recorded. As a result, children understand how to evacuate calmly and assemble on the school field.

Children have use of the main school hall, which is created into a warm and welcoming environment for both children and parents. Children's art work is respected and displayed attractively around the hall and in the eating area, alongside other information regarding the setting. A broad range of developmentally appropriate and stimulating resources offer children good challenges, and allow them to self select activities and make choices about their learning and play.

Children are safeguarded because staff have a sound understanding of child protection issues. The setting's excellent and comprehensive child protection policy ensures that all staff recognise their individual responsibility towards the protection of children in line with relevant safeguarding procedures. Supporting documents, such as existing injuries, significant concerns and incidents are of a good quality and effectively maintained. Staff establish and maintain a safe environment where the views and needs of children are listened to and taken into account. Children say that they feel safe in the club and that they are comfortable in approaching staff if they are concerned about anything.

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

The provision is good.

All children arrive happy and are eager to participate in the available activities. They talk about how they enjoy coming to the club and why, such as 'I definitely like coming to the club' and 'it is fun because you can play with friends and you have lots of drawing things'. Children and staff enjoy mutually respectful relationships and children are confident and self-assured. They happily play together with adults and enjoy a broad range of resources, such as writing and creative materials, role play and physical equipment, appropriate for their age and development. These resources are readily accessible for children to support their learning and enjoyment.

Children enjoy physical activities and develop increasing control of their bodies as they actively demonstrate their superb hula skills. They enjoy using creative materials and mark making media to create two and three dimensional art work of flowers and a garden. Children work well together as they make graphs and charts of favourite things, ranging from food to films. They particularly enjoy this activity and persist with this for the length of the session. Children are involved in a range of activities, which support their development and learning. They use the shop role play equipment and gain confidence in using numbers as they handle currency from various countries. They respond to challenges to extend their mathematical skills as they add up the price of items purchased by adults and children and provide the correct change. They explore a range of musical instruments from around the world as they investigate sounds and attempt to create rhythms.

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

The provision is good.

A thorough and detailed equality policy, which has regard for current legislation echoes the commitment of staff who ensure that equality and diversity is promoted for all children and families who use the club. All children are treated with equal concern and their individual needs are effectively met. Children benefit from a meaningful range of resources and activities to promote a positive view of the wider world, such as books, musical instruments, role play equipment and other cultural items. They increase their awareness of diversity and appreciate differences and similarities of others through the promotion of festivals and special events. For example, children learn about Holi, a spring Hindu festival of colour, and Chinese New Year.

Children regularly participate in cooking activities and also sample foods from around the world. Children explain how they 'learn a lot about food and what people eat in other countries'. The setting does not currently cater for children with disabilities or learning difficulties. However, there are clear procedures in place to ensure that staff are proactive in working with staff and parents to meet the individual needs of children.

Children are consistently well behaved and polite as they work and play together harmoniously, sharing and cooperating with each other. They learn to respond to expectation of staff who adopt a clear and consistent approach to behaviour management and in return promote children's welfare and development. Sensitive explanations help children to understand why certain behaviour is unacceptable and the consequence of their actions on others. Children are encouraged to apologise for any unkindness. The school code of conduct is reinforced within the club and children clearly understand the behaviour rules and emphasise that bullying is not allowed and is met with a resounding 'no way'.

Partnerships with parents are positive. Parents comment about how they feel that staff are 'helpful and approachable'. Staff actively seek the views of parents through open meetings, questionnaires and verbally through informal discussions, valuing their contributions. Parents are kept informed of their children's activities through verbal discussion which enhances continuity of care. Parents value the service provided and comment on how the setting provides a 'good range of activities for children and allows them to have free play'.

## **Organisation**

The organisation is good.

Since the last inspection staff and the management committee have worked extremely well to improve all aspects of the setting. All staff have an enthusiastic approach, and a good understanding of child development and the National Standards. The leader has now obtained a level 3 early years qualification, with other staff who hold appropriate play work certificates. All staff demonstrate a clear purpose and commitment to continual improvement and have fully addressed previous actions and have attended various training courses to enhance their skills and knowledge.

The committee that is responsible for devising the policies, which are comprehensive and reviewed regularly, are attributed to their success. The setting has a wide range of clear and detailed policies and procedures, incorporating the National Standards. These are understood by all the motivated staff and work well in practice to protect children, promote their well-being and support all children to develop their full potential. The majority of legally required documentation is organised and well maintained, and readily available for inspection, with the exception of attendance and visitors records, which are not consistently maintained. Record keeping systems are used well to manage and meet children's needs and ensure confidentiality. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last Inspection the setting was asked to address a large number of actions develop attendance records to show staff and children's attendance, recording times of arrival and departure and keep and maintain a record of visitors; provide the complaints procedure for parents and devise a system to record any complaints made; develop staff's knowledge of safeguarding issues and devise systems to record existing injuries, significant issues and incidents relating to physical restraint; develop staff's knowledge of equality and diversity and extend

resources and activities that promote children's understanding of diversity and the wider world; develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification appropriate to the post and that the coordinator has at least a level 3 qualification appropriate to the post and improve staff's knowledge and understanding of the National Standards and requirements and ensure that all information regarding staff is available for inspection.

The setting has made significant progress and addressed the majority of all the above actions with the exception of attendance and visitors records which fully meet requirements but also need to be consistently maintained. The staff have improved their knowledge of equality and diversity and safeguarding issues through training, and supporting documentation is of a good standard and maintained. A meaningful range of resources and planned activities help to develop children's knowledge of the wider world. A complaints procedure and records are available and openly shared with parents. All staff have enhanced their knowledge of the National Standards and the leader holds a level 3 qualification and other staff hold level 2 appropriate to their post.

### **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):

- ensure that accident records consistently contain information about the exact location of any injuries sustained by children
- ensure attendance and visitors records are kept to date and consistently maintained.

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)