

Young People Activity Team Out of School

Inspection report for early years provision

Unique Reference Number	EY349347
Inspection date	25 June 2008
Inspector	Angela Margaret Ellis

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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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Young Peoples Activity Team (YPAT) out of school care and holiday play scheme opened in 2007. It is managed by Children with a disability team & young peoples activity team. It operates from Ravensthorpe Social Education Centre. It is registered to care for 26 children. Before and after school and holiday care is provided for children aged from 4 years up to 18 years. The setting operate specifically for children with learning difficulties and or disabilities and support children with English as an additional language. They have access to a hall, creative room and sensory room all on the ground floor. Toilet and associated facilities and an outdoor area are also provided. The setting opens for out of school care within term time Monday to Friday from 15.00 until 18.30 and between 10.00 until 15.00 during the holidays and from 09.30 until 16.30 at weekends. There is an on site manager, two deputies and a minimum of three group leaders with appropriate qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, welcoming and clean environment, where they are helped and encouraged to develop good personal hygiene practices. Established routines ensure that they wash their hands before and after snacks and after going to the toilet. This contributes to maintaining good levels of hygiene. Staff act in children's best interests when they are ill and there are clear procedures to protect others from illness and infection. However, at present there is not a system in place for parents to sign and acknowledge that medication has been administered.

Children's health is promoted well because food choices offered are healthy and nutritionally balanced to meet dietary needs and requirements, essential for their well-being, healthy growth and development. Food and drink are stored and prepared effectively reducing the risk to children's health. Children are offered a varied balance of healthy snacks, for example, fresh salad vegetables and ham. Children are given plenty of time to eat at their own pace and staff sit with the children providing support and maximising the interaction with children. Staff comply with children's special dietary requirements to ensure children remain healthy.

Children enjoy regular physical activities both indoors and outdoors, contributing to their physical development and promoting a positive approach to exercise. For example, children release their energy and have access to a variety of equipment, which helps them gain confidence and develop moving their bodies in various ways. During school holidays, regular outings take place to extend their experiences. Children rest and relax according to their individual needs because staff act in the best interests of the children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe because the security of the premises, both indoors and outdoors, is good to safeguard children, for example, doors are kept locked to prevent unauthorised entry by strangers or unsupervised exit by children. Risk assessments are carried out and any safety issues are dealt with. Appropriate collection, lost and uncollected child procedures are in place. Fire procedures are in place, and fire drills are practised with children to keep them safe in the event of a fire.

Toys and equipment are well maintained, conform to safety standards and are appropriate for the children in attendance. This allows them the freedom to make safe choices and independently access opportunities in a welcoming, child-orientated environment. Practitioners know the children's capabilities well and understand that children need a balance between freedom and safe limits.

Children's welfare is well promoted and there are always staff with a first aid qualification on the premises. All of the documentation relating to safety is in place, for example, accident records are systematically countersigned by parents to promote children's continuing care. Staff are aware of their responsibility to protect children and have a child protection policy and up to date information is in place, in line with the Local Safeguarding Children Board procedures. This contributes effectively to safeguarding children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are provided with a good balance of activities, allowing for active play indoors, outdoors, through outings as well as time to relax. The range of activities on offer is appropriate to the individual needs and the interests of the children and accessible to all. They enjoy participating in activities of their choice in accordance with their individual needs and interests. This allows them to exercise their decision making skills. Staff achieve a good balance between supervised activities and those that allow for spontaneity.

The children are settled and content in their surroundings. Staff are skilled at listening to children and, therefore, this helps to build positive relationships and develop self-esteem. Children learn to plan activities and contribute their ideas according to their interests. The level of interaction is carefully balanced, allowing children to play and learn independently, initiating their own activities and exploring freely, as well as time for activities which need more support and direction from staff.

There is good evidence to show the wide range of activities provided for the children; through their individual record of achievement books and the abundance of photographs. This demonstrates that children are enjoying and achieving well and this contributes to them feeling valued and respected.

Helping children make a positive contribution

The provision is good.

All children and their families are warmly welcomed by staff who are sensitive and value their individuality. Children are treated with equal concern and are fully included and involved. Inclusion is an integral part of the provision. Children become aware of similarities and differences and increase their understanding of the wider world, because staff and children attend from a variety of cultural backgrounds bringing with them a wealth of experience to share with each other. Strategies are in place to support children with English as an additional language.

There is a good range of activities and resources that reflect diversity and acknowledge cultural differences and disability, through cultural celebrations such as Eid and Chinese New Year. Topics that introduce children to different countries around the world widen their understanding of how people live. Outings around the local community further enhance children's awareness and experiences of themselves and others. For example, during a sports charity event, children collected money from the local community in fancy dress. And children are involved in preparations for a forth coming 'Fun Day' which is open to families and the local community.

All children have specific individual needs and are well supported. Activities are thoughtfully adapted to meet their needs, which ensures they are able to take part in all aspects of the club to facilitate their well-being. Adults are strongly committed to inclusion and it is embedded into everything that that they do. They are enthusiastic about undertaking relevant training, sometimes of a specific nature, to support a particular child.

Children learn to build respectful relationships with staff, each other and other living things as well as learning to respect furniture and equipment within their club. Children are involved in making behaviour rules and as a result they learn about the boundaries and learn to respect everybody and look after the equipment. Staff manage children's behaviour well and there are

good support systems in place to manage extremely challenging behaviour. Growing vegetables, helps children learn to care for the plants and other living things in the garden.

Relationships with parents are friendly and staff are available to provide parents with feedback after each session. This open, trusting and professional partnership helps to ensure children are settled and secure. Parents have comprehensive information about the setting. There is a strong commitment to reviewing, evaluating and improving the service by seeking views from parents. For example, through discussion at the parents evening. Parents present during the inspection openly expressed their appreciation and are full of praise and gratitude for the hard work of staff. There is a system in place for recording a complaint made by a parent.

Organisation

The organisation is good.

Children's needs are well met through good organisation. Staff are passionate and dedicated to offering a good quality out of school and holiday care within the local community for children and families. Children are supported by an enthusiastic staff team who have a wealth of skills and experience between them. There is a positive commitment to keep up to date with current practice through attending relevant training courses. Therefore children's care, learning and play is well supported. There are robust recruitment and selection procedures in place and systems for inducting new staff.

Children are effectively supported in activities because staff to child ratios are very high and on the day of the inspection had one to one support. Space and resources are well organised, and staff deployment when children are accessing both indoor and outdoor play is effective. Many staff have a good knowledge of play work principles, enabling them to provide good play opportunities for children.

The care and welfare of children is well promoted. Staff have a sound understanding of the National Standards and guidelines. All of the required records and documentation are available and any confidential information is securely filed. The setting follow comprehensive policies set by the local authority, however, some of the procedures such as the changing children procedure and the procedure for staff to follow if there is an allegation of abuse made against a member of staff or volunteer are not specific enough in their detail for casual workers and group leaders to follow and therefore leads to some inconsistencies in practice. Overall, the provision meets the needs of the range of the children for whom it provides.

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):

- ensure that parents sign the medication record to acknowledge that medication has been administered
- review and update procedures with regard to changing children and the procedure to be followed if any allegations of child abuse are made against a member of a staff or volunteer and ensure that they are effectively implemented.

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