

# Daisy Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY358373
<b>Inspection date</b>	07 July 2008
<b>Inspector</b>	Rosemary Killackey
<b>Setting Address</b>	St. Johns Primary School, Daisy Bank Avenue, Pendlebury, Swinton, MANCHESTER, M27 5FU
<b>Telephone number</b>	0161 9212131
<b>E-mail</b>	
<b>Registered person</b>	Daisy Club Ltd
<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?

Daisy Club Ltd is run by a private organization and was re-registered in 2007. The club operates from within St. Johns Primary School in the Swinton area of Manchester. A maximum of 60 children may attend the club at any one time. The club is open each weekday from 07.45 until 08.55 and 15.15 until 17.45 during term time and from 07.45 until 17.45 during school holidays, with the exception of the week between Christmas and New Year. All children share access to a secure, enclosed outdoor play area.

There are currently 346 children aged from four years on roll. Children come from the surrounding area and attend a variety of sessions. The club currently supports children with learning difficulties and disabilities and can support children who have English as an additional language.

The club employs nine staff who work directly with the children and over half of the staff hold appropriate childcare qualifications with others working towards one.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children benefit from healthy eating and are provided with a good selection of healthy snacks, all of which promote their growth and development, for example, they select what they want to eat from a large platter of potato cakes, waffles and malt loaf, followed by fresh fruit. Drinks are accessible at all times, allowing children to keep themselves refreshed and hydrated throughout the session. Snack times are well organised and a relaxing environment is created. Children are able to choose where they sit and staff sit with them. They use this opportunity for children to develop good social skills, for example, they talk about what they have been doing during the day. Older children take responsibility for clearing and wiping tables and take turns to serve the food to the rest of the children, so developing good self help skills. Children's individual dietary needs are respected and staff are clear about children's allergies, likes and dislikes.

Children's health is further promoted because staff have established good hygiene practices which children are able to recognise, for example, they wash hands after playing with messy play such as painting, after using the bathroom and before eating food. Children's health is protected by the setting's sick child policy, and children with infections that could spread are excluded for the required length of time.

Children's physical development is well promoted. Children benefit from regular exercise and fresh air as they choose from a selection of outdoor toys and equipment, such as football in the spacious outdoor area. In good weather activities are taken outside, such as arts and crafts.

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

The provision is satisfactory.

Children benefit from being cared for in a child centred play environment which is well maintained, secure and bright. It provides ample space that enables children to play and relax in comfort. Appropriate organisation of the play areas allows children to move freely, both inside and outside. Children enjoy a range of age-appropriate toys and activities, with sufficient choice to keep them occupied and interested, for example, they play with a variety of imaginative and construction toys, board games, arts and craft activities, as well as ball games. Children are able to make independent choices as they freely move from one activity to another and are very familiar with where toys and equipment are kept, which encourages them to play independently. Children's sense of belonging and self-esteem is promoted through the wall displays of their artwork.

Children are kept safe in the event of a fire; a clear emergency evacuation procedure is in place which is practised regularly with the children, ensuring they are clear on what to do in the event of an emergency. The use of visual daily checklists ensures potential hazards are identified and effectively minimised and external doors are kept locked, ensuring children play safely indoors. However, the lack of detail in written risk assessments and in particular the lack of a risk assessment being carried out on the outdoor play area could impact on children's safety. Children's safety is further enhanced by staff's clear understanding of their role and responsibilities with regard to child protection and they safeguard children's welfare appropriately. They know what to do if they have any concerns and have a clear child protection policy which is shared with parents.

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

The provision is good.

Children are confident, articulate and have good levels of self-esteem, they are comfortable and secure within the setting and regularly ask staff to join them in their play. The children benefit from a wide range of planned and spontaneous activities. The staff listen to the children and incorporate their play ideas into the planning, which ensures that the interests of the children are provided for. Children are able to say what they like best about the club; one child says she likes doing lots of artwork, another says she likes to play with the play dough.

Staff share warm relationships with the children, who are happy and settled in their care. Children play well together and form good friendships. Staff deploy themselves effectively, offering care and support. They sit with the children and involve themselves in their play. Staff promote children's interest and willingness to communicate. They ask questions about what they are doing and what they would like to do, for example, some children are enthusiastically involved around the arts and craft table. One child showed the inspector a tree frog which she had made at school. The child asked a member of staff if she could make an 'ugly bug' and the member of staff showed how she could make a butterfly by painting her hands and making prints on the paper. They talked about the different colour paints that she could choose from, and the children's paintings were rewarded with praise and encouragement. Two other children played with some dinosaurs and a jurassic landscape, they explained how they made the jurassic landscape out of boxes and papier-mâché and how they painted it and they were able to identify the different dinosaurs, such as 'Tyrannosaurus Rex'.

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

The provision is good.

Children are valued as individuals and staff treat children with equal concern and respect. This establishes a sense of security and fosters trusting relationships. Children with learning difficulties or disabilities are well supported within the setting, they are cared for appropriately and sensitively in consultation with parents and other professionals. Children have good opportunities to develop their awareness about diversity in our society through a variety of activities, for example, they explore culture through the celebration of festivals and they play with some toys that reflect positive images of gender.

Children are very well behaved and polite. They play harmoniously together and understand the boundaries of acceptable behaviour. Consistent strategies are used to manage children's behaviour such as distraction and discussion. Children receive consistent messages about caring for each other, sharing and taking turns, which enables them to work alongside each other and play in harmony. They receive lots of praise and recognition for their efforts, which encourages them to take pride in their achievements and feel good about themselves, for example, when one child shows a member of staff the model she made at school, she tells her how well she has done and how good it is. Children have good manners such as when a child accidentally kicks a football in the direction of an adult he says sorry and moves away to play in a safer area.

Staff promote effective partnerships with parents, for example, individual information is recorded on the application form and informal discussion takes place daily. Parents feel well informed and report that children enjoy attending the club and are well occupied because activities provided are interesting and fun. Staff understand the importance of working closely with parents to ensure children's all round needs are met and relationships with parents are well

established. Relevant information is displayed, such as the registration certificate and policies and procedures.

### **Organisation**

The organisation is satisfactory.

Children enjoy their time spent within the club due to the positive relationships they have with staff. Sound induction procedures give staff a clear awareness of their roles and responsibilities and, as a result, children are well cared for. The staff team work well together and share duties to ensure that each session runs smoothly. Staff submit to relevant vetting procedures, they demonstrate a good awareness of the setting's policies and procedures and show commitment to the continual development of childcare practices and frequently attend short training courses.

Documentation is generally well maintained in order to promote children's welfare. All policies and procedures are in place and appear to work in practice to ensure there are positive outcomes for children. However, the behaviour management policy lacks information in relation to bullying, and the registration system for children and staff does not clearly detail times of attendance.

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 can be seen 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):

- continue to develop risk assessments, in particular, with relation to the outdoor play area and the gate used to gain access to the out of school club
- review policies and procedures, in particular, behaviour management and the inclusion of an anti bullying statement

- develop existing children's and staff's registers so times of attendance are recorded both at the beginning and end of each session.

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)