

Funtime Club

Inspection report for early years provision

Unique Reference Number	EY361298
Inspection date	01 July 2008
Inspector	Sylvia Cornock
Setting Address	Alderley Edge School for Girls, Wilmslow Road, ALDERLEY EDGE, Cheshire, SK9 7QE
Telephone number	07919 091303
E-mail	julie10@ntlworld.com
Registered person	Alderley Edge School for Girls Out of School 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?

AESG Funtime Out of School Club is privately owned. It has been registered since 2007 and is based at Alderley Edge Girls School in Alderley Edge, Cheshire. It operates from the room known as the undercroft. The group provides out of school care for up to 30 children at any one time. It is open from 15.15 to 17.45 Monday to Friday during school term times. There is an enclosed outdoor area for physical play activities.

There are currently 61 children on roll. The setting currently has no children with learning difficulties and disabilities. The setting supports children who speak English as an additional language.

The out of school club employs four permanent members of staff who work directly with the children, of whom all hold appropriate early years qualifications. There is also a casual member of staff to cover for emergencies who does not hold a recognised childcare qualification.

The setting receives support from a local authority pedagogue.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a stimulating and hygienic environment. They thrive because staff follow effective procedures and practices which meet children's individual needs. These include effective cleaning systems to prevent the risk of cross-infection, such as the use of anti-bacterial spray for specific tasks. Children effectively learn the importance of good personal hygiene through daily routines, for example, they wash their hands independently before snacks, after using the toilet and after outside play. All children attend to their own personal needs competently. A detailed sick child policy and procedure ensures parents and carers are kept fully aware of the group's responsibilities and that children are cared for sensitively and free from infection. Most staff hold up-to-date first aid qualifications, helping to meet children's needs in the event of an accident or emergency.

The very good levels of staff support help children gain a good understanding of staying healthy through themes and activities. Children have an understanding of healthy foods and choose their own snack from the healthy options provided. They enjoy the variety offered which includes carrots, cucumber, quiche, crackers, cheese spread and fresh fruit. Children can help themselves to drinks throughout the session and this promotes their health and development.

Children's physical development is promoted well as a good range of planned and spontaneous physical activities enables them to explore and extend their capabilities. They enjoy the outdoors and confidently use the selection of toys and apparatus, which develops their climbing and balancing skills. Children are encouraged to practise their developing skills as they participate in a variety of outdoor games, under the supervision of a member of staff. They have many good opportunities to explore both the indoor and the outdoor environment, and are supported extremely well by the staff working alongside them during play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety and welfare are promoted well as staff complete daily risk assessments and prepare the various activities within the available play space before the children arrive. Children have access to a good range of clean, safe and well organised equipment. Toys and equipment are suitable for different ages and abilities, meeting children's individual needs effectively. They are able to develop their independence as they select from the easily accessible equipment.

Children learn to keep themselves safe through discussion with staff. For example, the children learn about the importance of evacuating the premises in an emergency and undertake evacuations. Staff have a very good understanding of how to achieve a balance between freedom and setting safe limits. They appropriately support and interact with the children and involve them effectively in organising their environment. This is to allow children opportunities to learn some sense of danger and obtain knowledge about how to protect themselves from harm.

Children are cared for within a safe and secure environment because there are good safety policies and procedures in place. Staff are diligent in their care of children and the provision of a safe environment through the use of suitable safety equipment, plans and procedures. The room is prepared to enable children to select their chosen activity with good resources to further develop children's enjoyment and learning.

Staff have an awareness of the policies and procedures that are in place regarding child protection. All staff know who the nominated person is for child protection but they are not clear of the procedures to be followed in the absence of this person or in the event of an allegation being made against a member of staff or volunteer. The policy and procedural document does not include the telephone numbers for the local police and social services and is not always shared with parents. This compromises children's safety and well-being. Staff have a good understanding of their responsibilities to maintain a safe environment.

Helping children achieve well and enjoy what they do

The provision is good.

Children are enthusiastic, they are able to access and benefit from the wide range of activities and opportunities provided by the staff. They are happy and settled as they take part in a range of interesting play and learning opportunities, providing stimulating and interesting challenges. Children are engaged in a range of purposeful activities, such as imaginative play, table top games, physical outdoor activities and art and craft activities. The children enjoy colouring pictures and express a sense of belonging and pride as they show their creations to staff and visitors. This promotes children's imagination, creativity and free expression in their artwork.

Children enjoy the freedom of choice within a relaxed and friendly environment. They help each other as they engage in the many and varied activities, such as sharing and creating objects as they build and design with construction kits. Some children choose sewing as they make a patchwork quilt or use wool to weave into patterns. Children are confident and are well supported by eager and enthusiastic staff. Children are able to freely access all toys and are able to ask for others, which are promptly provided by the staff.

Children are confident, self-assured and highly motivated as they receive lots of praise, encouragement and contact from the staff. This means that they feel safe and secure in the care of familiar adults. The staff are very knowledgeable about the children and they use this information well to meet their needs. Children are well supported through good quality adult-child interaction. This helps children to learn and develop their skills.

Children's physical development is promoted through some outdoor activities which provide good levels of challenge appropriate to their age and stage of development. This helps them develop their climbing and balancing skills.

Helping children make a positive contribution

The provision is good.

All children have equal access to activities and opportunities. Children's equality of opportunity is given high priority. All children are welcomed and play a full part in the out of school club, their individual needs and circumstances are well known and provided for by staff. Children have the opportunity to engage in activities which promote their understanding of other cultures. Good resources, posters and activities ensure children have a positive approach and promote their understanding of equality of opportunity. Children celebrate a range of festivals throughout the year which incorporate the different nationalities.

Children's behaviour is very good because staff are very good role models, showing respect and consideration for children, each other, parents and carers. Staff give children plenty of praise and support for their efforts and achievements. Staff meet individual needs well with regard to behaviour management, offering a clear and consistent approach which takes into

account children's maturity and level of understanding of behaviour. Children respond well and as a result show a growing awareness of right and wrong. This has a positive impact on their confidence and self-esteem. Children are polite, they share resources and take turns well, showing consideration for each other. This is supported by the behaviour management policy and the systems implemented by staff.

Children benefit greatly from the very good partnership with parents and carers. They receive good information about the setting and what it has to offer in terms of care, policies, procedures, activities and experiences. Children's individual needs and requirements are discussed carefully and in detail with parents and carers prior to placement. Informal discussions upon collection of children keep parents and carers up-to-date with their child's progress and development. This enhances good relationships and supports children's welfare, safety and learning. Parents spoken to are positive and supportive of the provision and what it offers their children.

Organisation

The organisation is good.

All staff are suitably qualified and experienced which supports children's learning and development well. Staff are committed to and are offered good opportunities to enhance their skills and knowledge through various training courses. This has a positive impact on children's learning, development and welfare because staff keep abreast of new childcare initiatives. Staff monitor the arrival of children and sign them into the setting in the daily register and parents sign them out as they leave the out of school club. This enhances children's safety.

Children enjoy a wide range of play experiences which are offered across the available play spaces, maximising their play and learning opportunities. All legally required documentation which contributes to children's health, safety and well-being is in place, well maintained and regularly reviewed.

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 all 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 the written statement of procedures for child protection include the telephone numbers for the local police and safeguarding unit and that all staff are aware of child protection issues and are able to implement the policies and procedures in the absence of the designated member of staff
- ensure all parents are given information on the child protection policies and procedures before the child starts attending.

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