

Rosegrove Out of School Club

Inspection report for early years provision

Unique Reference Number	EY363633
Inspection date	01 July 2008
Inspector	Shaheen Matloob
Setting Address	Rosegrove Infant School, Owen Street, BURNLEY, Lancashire, BB12 6HW
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Registered person	Rosegrove Out of School Club Ltd
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The Rosegrove Out of School Club was re-registered in December 2007 as a Limited Company. It operates from its own base room within Rosegrove Infant School in Burnley and caters for children who attend the school. The club is registered for a maximum of 16 children aged from four years to under eight years at any one time. The club is open each weekday from 15.15 to 17.30, term time only. All children have access to the school's enclosed playground.

There are currently 16 children on roll. The club employs two part-time staff. Of these, one holds an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The staff promote the good health of children and take positive steps to promote the spread of infection through appropriate and established hygiene procedures and gentle reminders from staff. Children are clear about the need to wash their hands because 'it stops germs from going into your mouth'. Staff reinforce good practice and inform children of the need to wash

their hands again after putting them in their mouths. All staff hold valid first aid certificates, in order to keep children safe. Accident records generally meet requirements. However, they do not contain sufficient information about the exact location of any injuries sustained by children. Children are able to rest and relax according to their needs and explain that they are able to sit and read or watch television if they wish to do so.

Children have daily opportunities to participate in physical activity in order to remain healthy. They have access to games, such as table tennis and computer games, which encourage children to gain skill and develop coordination. Children have a good understanding of what makes you healthy, and recognise that both exercise and sleep are essential for healthy living.

Staff recognise that healthy eating is an important factor which contributes towards a healthy lifestyle. Children are provided with food and drink which is healthy, nutritional and appetising. Children recognise the difference between good and bad foods. For example, 'vegetables are good for you because they have healthy stuff in them' and the nutritional value of certain foods, such as 'milk and cheese make your bones and teeth strong'. Children enjoy snack time, which is a relaxed and social occasion, and children and staff use this opportunity to promote social interaction.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, welcoming environment and are greeted by friendly staff. The club has sole use of a designated base room, which is clean and well maintained. Children use a good range of toys and equipment, which is checked regularly to ensure that it remains safe and suitable for its purpose. Staff take appropriate steps to ensure children's safety within the setting and make sure that adequate precautions are taken to prevent accidents. This means that children are able to move safely and independently around the setting.

Children learn to keep themselves safe and avoid accidental injury as they have a satisfactory understanding of how to keep themselves and others safe. For example, children playing table tennis explain how you must only use a soft ball because 'otherwise you will get hit in your eye'. Staff monitor and supervise children to make sure that all toys and equipment is used safely. There are clearly defined procedures for fire safety and evacuations are practiced with children and recorded. As a result, children have a good understanding of fire safety and explain that they have to walk sensibly outside. They are adamant that they must not return to the building until the fire services have been because 'you will burn yourself'.

Children are safeguarded because staff understand their role in the protection of children. They have completed some training as part of an inset day for the school and are able to implement the setting's policy and procedures. Designated staff are aware of their individual roles and understand the procedures they must follow if they have concerns about the welfare of a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the welcoming setting. Staff provide a range of activities and play opportunities to support children's learning, development and maintain their interests. Children get together for registration and staff make them aware of the activities available for the day. Children are able to make independent choices about their play and choose from computer games, cars, mark making and table top games.

Children relate well with each other and have positive relationships. They explain how they are best friends and that they all play together nicely 'most of the time'. They clearly enjoy their time at the club and say that they particularly enjoy playing outside and colouring. Children enjoy mutually friendly and secure relationships with staff. All children say that they are happy to talk to staff and trust them to tell them things.

Children enjoy creative activities as they make pizza for their snack and decorate biscuits with designs of their choice using a range of coloured writing icing. They enjoy role play as they pretend to be a teacher and read a story to other children. They use their written and verbal communication skills as they explain to the 'pupils' what the day's lesson is and take the register.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued and respected as individuals. Staff promote equality of opportunity and anti-discriminatory practice for all children. Children are involved in some activities and benefit from a suitable range of resources, such as books, puzzles, dressing up clothes, which help them to value diversity and learn about the wider world. Staff meet children's individual needs through discussion with parents and the induction procedure. The setting does not currently care for children with learning difficulties or disabilities. However, procedures are in place to ensure that appropriate steps are taken should a child with learning difficulties or disabilities be admitted to the setting.

Strategies used to manage children's behaviour are positive and take into account the ages and maturity of children. Children learn about right and wrong as staff explain why certain behaviour is unacceptable, and help children understand the impact of their behaviour on others. Children develop self-esteem as they are all treated with respect and dignity. Staff promote children's self worth through constructive comments and positive responses and praise. Children are rewarded for tidying up, best behaviour, sharing and being kind to others. Children also adopt the school rules and use them in the club.

A good partnership between parents and staff ensures that they work well together to meet each child's individual needs. Children clearly benefit from this relationship as they relate well with staff and other children. Parents are welcomed into the setting, and staff share information about their child's activities and general well-being through daily discussion, to ensure continuity of care. Parents value the service and comment that 'it's absolutely fantastic, it's bright the staff are great' and the children have a really good time.

Organisation

The organisation is satisfactory.

Staff have a sound knowledge of child development and have a positive regard for the well-being of children. They are deployed effectively, which contributes towards children's good health, safety and their ability to take part in the setting. Staff have a good sense of commitment and willingness for continual improvement; they are willing to take on board suggestions to improve the service.

Generally, policies and procedures are organised and suitably maintained. They are accessible, made available for inspection and generally work in practice to promote children's health, safety, enjoyment and ability to make a positive contribution. A school prospectus is shared with parents to keep them informed about the after school service. The majority of legally

required documentation is in place and mainly of a good standard. Record keeping systems are generally used well to manage and meet children's needs. Although, they do not contain information about children's specific dietary needs. 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 satisfactory. 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 children's record forms to include information about specific dietary needs
- ensure that accident records contain details of the exact location of injuries sustained by children.

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