

# Weston Kids Club

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY363944
<b>Inspection date</b>	10 April 2008
<b>Inspector</b>	Sarah Elizabeth Howell
<b>Setting Address</b>	c/o Weston Primary School, Lamsickle Lane, Weston Village, Runcorn, Cheshire, WA7 4RA
<b>Telephone number</b>	01928 576 328
<b>E-mail</b>	lynneprescott@hotmail.co.uk
<b>Registered person</b>	Lynne Paula Prescott
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Weston Kids Club is a privately owned and managed out of school provision. It was registered under the current management arrangements in 2007 and operates from Weston Primary School, Runcorn, Cheshire. Club children have access to the pre-school room, out of school club room, bay area and school hall for indoor activities, and there is access to outdoor play areas. A maximum of 54 children may attend the club at any one time. The setting is open each weekday from 07.45 to 09.00, 15.00 to 18.00 during term time and 07.45 to 18.00 during school holidays. Children who attend are from Weston Primary School, along with children from other schools, including Our Lady's, St. Mary's, St Clements, St Edwards, Victoria Road, Weston Point, Westfields, Peewit Hall, All Saints and Halton Lodge. The club employs 7 members of staff. Of these, 5, including the manager hold appropriate early years qualifications, and a further 1 member of staff is working towards a qualification. The out of school club is a member of 4Children and is currently undertaking Aiming High quality assurance accreditation.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health is appropriately promoted within the setting. Staff employ a range of good hygiene procedures which minimise the risk of cross infection. For example, a significant number of staff have completed food hygiene training and have a good understanding of how to manage this activity safely to promote children's health. Children know to wash their hands before they have snack as this helps them to keep well and stops germs from spreading. Staff are well informed about children's individual dietary and medical needs and use this information to help keep children safe and well.

The provision for food and drink is satisfactory. Children have easy access to fresh drinking water as and when they want it, and snacks are varied and promote children's healthy development. Children enjoy what is available and the variety of choice ensures that there is something to suit most children's preferences. The setting operates a canteen style approach which encourages children to help themselves when they are hungry and this works well.

Children enjoy daily opportunities to be active and enjoy large scale physical play activities either outside in the playground or in the school hall when weather is inclement. Toys and equipment to promote children's enjoyment of outdoor play are varied and provide age appropriate challenges for the children who attend. Children also enjoy bringing their own outside play resources in the school holidays which provides them with further age appropriate challenges for their physical development.

Although children have access to healthy snacks and are encouraged to participate in active physical play, their learning about healthy eating and healthy lifestyles is currently limited as they do not actively explore these issues through discussion or planned activities during club sessions.

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

The provision is satisfactory.

Children's safety and well-being are promoted within the setting. Managers and staff provide a warm and welcoming environment for both parents and children, for example, activities are set out on tables for children to choose from as they arrive from school. In addition lots of verbal and written information is available to parents about what their children do during sessions and how the club is organised and managed. The environment is well set out and spacious and toys and activities are easily accessible to children who make their own choices throughout each session. Art and craft resources are particularly wide ranging and these are popular with lots of children.

Although arrangements to monitor children's safety are generally satisfactory, for example, staff provide good supervision and visual checks of the premises are done daily to ensure that the environment is safe for children to use, some items require further attention. At present there are no risk assessments in place to indicate how staff identify and plan to reduce any potential risks for themselves, children and parents using the club. In addition access to information about the safety of gas and electrical installations is not available in the club. Children are beginning to develop their understanding of what staying safe means to them through discussion, for example, about how the club rules keep them safe.

Children's safety and well-being are promoted through staff's clear understanding of their roles and responsibilities in relation to safeguarding. The club has a well written Child Protection statement which is shared with parents when children enrol, and which makes clear staff's commitment to working closely with parents to keep children safe. The manager and deputy take lead roles in relation to child protection and both are well informed about appropriate procedures for keeping children safe and informing relevant agencies.

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

The provision is good.

Children enjoy being able to choose from a wide range of well planned and resourced activities and experiences at the club. For example, a particular favourite is the range of art and craft activities which children can choose to do. Children explain that what makes these activities more fun and enjoyable is the wealth of varied art and craft materials they can choose from. Similarly children love to be active and engage in large scale physical play. They explain that they prefer being able to play outside, which is generally available at each session, but also like being able to play in the hall when the weather means they cannot play outside. The range of toys and equipment to promote children's enjoyment of outside play is good.

Staff actively involve children in discussing and planning both the provision of activities and the range of outings available in the holiday clubs. As a result activities effectively reflect the range of children's interests and preferences, and children are generally very contentedly engaged in their play and really enjoy the time they spend at the club. Parents comment that their children love coming to the club and would often prefer to stay and play when it is time for them to go home. Staff use questionnaires and a suggestions box to ensure that children have as much opportunity as possible to contribute their thoughts and ideas to the way in which the club operates.

Staff have high expectations of how children behave in the club. They actively promote good manners and encourage children to treat each other with respect and kindness. They support children in learning about right and wrong through gentle, repeated explanation and through clearly defined boundaries which children respect because they have been involved in agreeing them. This promotes a calm and productive atmosphere in the club.

Staff have a good understanding of child development and behaviour and they make good use of this in their day to day work with children. For example, staff recognised that when children had access to certain activities in the morning, such as competitive computer games, they were much more likely to get over excited and behave inappropriately at the beginning of their school day. These activities are now reserved for after school and as a result children are starting school in a calmer frame of mind, better prepared to listen and focus at the beginning of their school day.

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

The provision is good.

Staff are well informed about children's individual needs, personalities and home circumstances. They use this information to help children settle into the club and to provide care which reflects their individual needs and abilities. Children learn about fairness and equality of opportunity through discussion and day to day routines. For example, children have been involved in agreeing the club rules and they recognise that systems to promote turn taking, for example, with the

computer, make sure everyone gets to enjoy the range of activities the club provides. Activities and resources which promote children's learning about the world around them and issues such as diversity and disability, are currently limited.

Staff work closely with parents to be well informed about children's particular needs and are pro-active in their approach to ensuring that all children have equal access to participate in the activities provided. For example, staff:child ratios are adapted to provide more support for those children who need this in order for them to get the best out of their time in the setting. Managers have a clear understanding of how to seek help in relation to working with children with particular needs and those with English as an additional language to develop the services they provide to meet individual needs and circumstances.

Children behave well at the club and are generally very engaged with the variety of activities that are provided for them. They have positive relationships with staff and are developing good self confidence and self esteem through the encouragement and positive affirmation they get from staff. Children are involved in putting together the club rules and this clearly helps them to understand the role these play in keeping them safe and happy, and making sure everyone is treated fairly. A written policy provides clear information for parents and staff about the approach to promoting and managing behaviour in the setting.

Partnership with parents is effective. Staff encourage parents to feel welcome in the setting and make time to chat with them about their children when they arrive to pick them up. A wide variety of written information is provided to keep parents well informed about what children do at the club and how it is managed. Parents are given information about the setting's complaints procedures and a complaints record is available to them in the setting. Feedback from parents indicates that they are very satisfied with the services being provided and find managers and staff friendly and approachable.

## **Organisation**

The organisation is satisfactory.

Procedures for ensuring the suitability of staff are thorough. Recruitment, vetting and monitoring procedures are all well documented, and staff who have not completed appropriate clearances do not work independently with children but shadow staff who are already cleared. Over half the staff complement have appropriate early years qualifications and staff's access to ongoing training is good. For example, a high proportion of the staff group have current first aid qualifications and staff make good use of courses they attend to develop the range of activities they provide for children. The ongoing suitability of staff is appropriately monitored through the use of annual appraisal's and regular staff meetings to identify training and development needs.

The manager maintains links with the Local Authority and is actively involved in the support organisation for out of school clubs in the area. As a result the setting keeps up to date with the changes and requirements of early years legislation. For example, by preparing for the implementation of the Early Years Framework in September 2008. Managers and staff are working together to evaluate and improve the standards of provision within the setting through completing quality assurance accreditation.

Records, policies and procedures which are required for the efficient and safe management of the provision, and to promote the welfare, care and learning of children are generally appropriately maintained. However, the club's attendance register is not consistent with the

requirements of the National Standards, as staff's daily hours of attendance are not consistently recorded. Overall, the provision meets the range of the needs 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):

- improve the system for recording staff attendance on a daily basis, showing hours of attendance
- develop risk assessments of the premises which identify action plans and timescales for action to be taken to minimise identified risks
- ensure that gas and electrical fittings conform to safety requirements and do not pose a hazard to children
- develop the provision of resources and activities which give children positive references to diversity and help them learn to respect and value differences between their own and other cultures, religions and lifestyles.

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)