

Leehurst Swan School Out of School Club

Inspection report for early years provision

Unique Reference Number	EY347111
Inspection date	07 August 2008
Inspector	Lisa Jane Cupples

Setting Address	Leehurst Swan School, 19 Campbell Road, SALISBURY, SP1 3BQ
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Registered person	Leehurst Swan Limited
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Type of inspection	Childcare
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Type of care	Out of School care
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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?

Leehurst Swan School Out of School Club registered in 2007. The setting is part of the provision at Leehurst Swan Independent School in Salisbury, Wiltshire. The out of school club is registered to provide out of school care for up to 36 children aged from two to eight years at any one time. The club opens from 15:00 to 17:30 during school term time and from 08:00 to 17:00 during school holidays. There are currently 60 children on roll.

There are four members of staff who work with the children. Of these, three have early years qualifications at level 3 or above. The setting supports children who have learning difficulties and/or disabilities and also supports children who speak English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of personal hygiene and are developing good self care skills through daily discussion and routines. Children are actively encouraged to wash their hands at appropriate times and use disposable paper towels to dry their hands. Children are protected

and enjoy a healthy environment because the staff implement stringent hygiene procedures. For example, staff use disposable gloves when changing nappies to protect the children and themselves, helping to prevent the possible spread of infection. Children's nappies are changed on a changing mat in the disabled toilets on the unit provided and staff ensure it is cleaned with anti-bacterial spray after every use, providing a clean and healthy environment for the children.

The staff have a clear understanding of the procedures to record all accidents that occur on the premises, although parents are not always required sign the records to acknowledge that they have been informed. Children will receive appropriate treatment if an accident occurs because at least one member of staff is on duty who holds a current first aid certificate. A fully stocked first aid kit is stored in the staff room and staff check the contents regularly to ensure they are up-to-date and well maintained, helping to keep the children healthy.

The parents provide packed lunches and are reminded about the healthy eating policy to encourage them to include healthy options. Children are beginning to understand about healthy eating through daily discussions and talk openly about which food is good for them 'helping them to grow big and strong'. Meal times are used as a real social occasion, as children sit together with staff, talking about the events of the day. Children have good table manners and are polite, saying please and thank you with little or no encouragement, developing their social skills effectively. Children have access to fresh drinking water in their own clearly labelled bottles and staff ensure younger children drink regularly, keeping them hydrated throughout the day. Staff find out about each child's allergies, medical, cultural needs and parental preferences through discussion and record the information on the registration forms, ensuring that their practice reflects the needs of the children and their families.

Children have ample opportunities to practise and develop their physical skills through a wide range of activities and access to the well equipped outdoor play area and the school grounds. Children learn to move with control and coordination as they ride wheeled toys and are beginning to learn about good spatial awareness as they watch where others are going to avoid collisions. Children practise their climbing skills on a climbing frame and burn off any excess energy as they play chasing games outside. They go for walks in the fully secure school grounds, allowing them to enjoy the freedom of exploring and investigating their local surroundings.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are warm and welcoming and children's work is displayed brightly all around the walls. Children's independence is encouraged from the time they arrive, as they hang up their coats and bags on the clearly labelled, low level coat pegs. The main room is set up attractively to interest the children in the wide variety of activities and resources. Children know where everything is and are able to self-select resources throughout the day, promoting their freedom of choice and decision making skills effectively. Children have access to an extensive range of suitable equipment and resources, helping to promote their development and learning in all areas.

Children's safety is promoted because staff are vigilant and remove any potential risks to the children. For example, all cleaning materials are inaccessible to children, plug sockets are covered and visitors are required to ring a bell to gain access, preventing unauthorised people from gaining access to the children. The children are beginning to learn to keep themselves safe through daily discussions and routines, for example, they know they have to wear sun hats to

protect their heads in sunny weather. Parents provide sun cream and staff apply it to the children as necessary to protect them further. Most of the children are pupils at the school, although some children attend from the wider community. Children do not always learn the importance of keeping themselves safe. For example, fire drills are not practised during the holiday club; as a result, those children who do not attend the school do not know the emergency evacuation procedures.

Staff have a very clear understanding of child protection procedures and discuss their responsibilities with the parents before the children attend. Staff record all existing injuries and ask the parents to sign the entries. Through discussion the staff were able to demonstrate that they would recognise the possible signs or symptoms of abuse and would contact the relevant agencies to safeguard the children if concerns were identified.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely happy and settled in the holiday club. They laugh and giggle with each other and the staff as they participate in the activities and games, having great fun. Staff know the importance of making the holiday club as different from school as possible, so it does not become an extension of the school term. The staff team meet prior to the beginning of the holiday club and discuss the needs of the children due to attend. They plan a wide range of activities based on the children's needs, although the planning is extremely flexible. Staff are exceptionally skilled at allowing the children to lead the play and incorporate their ideas and suggestions into the routines. For example, children sit together at the beginning of each day and tell staff what they would like to do. Staff encourage the children to share their ideas and discuss whether the suggestions will work or not and often compromise. For example, the children wanted to make a den outside; however, the weather forecast suggested it would rain heavily later in the day. Children thought about this and with encouragement from the staff they decided to make a den in the play room. Staff facilitated this play exceptionally well, rearranging and moving tables and chairs to create a large area for the children to build.

Children talk about the mini beasts and snails outside and staff take them over to the wooden house in the corner of the play area to see if they can find any. This develops into an extensive activity as the children watch the way they move, observing the muscles as the snails climb the walls of the clear plastic cups. The activity grows and some children go and draw the snails, others look at books to see if they can find anymore snails. Staff talk to the children about the creatures and children find leaves to feed them. Children learn to show respect for them as they are reminded to be gentle and to put them back in the wooden house when they have finished looking at them. Children watch them closely and compare the similarities and differences, extending their play and learning in a way that interests them and holds their attention.

Children have many opportunities to problem solve as they figure things out for themselves. For example, they build towers with the large wooden blocks and when they fall over staff ask what the children think they can do to make them steadier. Children discuss this amongst themselves and then decide to make the towers wider so they are not so wobbly. Staff make the most of incidental learning opportunities as they talk about the children's shadows when the sun comes out. The children know that they only have shadows when the sun shines and staff ask many open-ended questions encouraging the children to think about what they are doing.

Children thrive and are extremely confident and have very good self-esteem. They chat openly with each other, the staff and visitors, eager to share their ideas and make suggestions. The daily routines provide a well organised programme of events for the children and staff ensure there is a balance of child-initiated and adult led activities, enabling the children to take responsibility for the activities and try new things in a safe and nurturing play environment. Children benefit from the high quality interaction with the staff. They continually engage the children in meaningful conversation, extending their ideas, helping them to develop in all areas.

Helping children make a positive contribution

The provision is good.

All staff have a very clear understanding of equal opportunities and ensure all children have equal access to the resources and activities provided. Children are beginning to show respect for one another and often help others throughout the day. They share and take turns with ease and staff praise the children, recognising their efforts. Children develop strong relationships with the staff team because all the staff work in the school in various roles during term time. The staff know the children extremely well and are able to provide a wide range of activities that reflect the children's interests and are pitched at the right level to meet their individual needs. Children use a broad selection of multi-cultural resources on a daily basis and learn about the world around them through planned topics and themes. For example, they listen to stories and music from other countries; enjoy dressing up and celebrating festivals, such as, Chinese New Year, when the children make a dragon.

Staff find out about the children's individual needs, likes and dislikes through discussion with staff from the school and the children's parents. All the information is recorded clearly on the children's registration forms. The notice boards are used well and are full of up-to-date information about the holiday club, planned activities and events. Staff talk to the parents at the end of the day when they come to collect their children, sharing information about the activities, the children's participation and general well-being throughout the day.

Good systems are in place to fully support children with learning difficulties and/or disabilities and also children who speak English as an additional language. Most of the children who attend the holiday club are pupils of the school; this enables staff to adapt activities and routines to cater for all the children's needs, ensuring they can all participate fully. The detailed registration forms and in depth discussion with the parents prior to the children attending ensures the setting caters for all the children.

Children behave extremely well because staff implement the clear rules and boundaries consistently and fairly. As a result, the children develop a clear sense of right and wrong because they know exactly what is expected of them. Children are encouraged to use their manners and are very polite to each other and the staff team. Staff take the time to explain the rules to all the children and give clear explanations throughout the day, ensuring the children can see they have been treated fairly. The staff are positive role models and take the time to recognise and praise the children's efforts. For example, staff thank the older children when they help and support the youngest children, helping them to settle in or to find equipment.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are protected because the school has robust recruitment and vetting procedures in place to ensure all adults working with the children are suitable to do so. Staff deployment is exceptionally good, ensuring all children are well supervised and supported during their time at the setting. Ratios are maintained at all times and staff are vigilant, moving from one area to another following the flow of the children indoors and outside to ensure they are safe. The daily routines and sessions run smoothly and the children are stimulated and occupied throughout the day. Staff organise the events extremely well, ensuring resources and materials are in place and the children are never left waiting around for something to happen, which has a very positive effect on behaviour. Staff have a very clear understanding of the requirements of registration and most procedures are implemented effectively to promote the children's health, safety and general well-being during their time at the club.

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 parents sign to acknowledge they have been informed about all accidents that occur on the premises
- practise regular fire drills to ensure all children know what to do in an emergency.

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