

Furley Park After School Club

Inspection report for early years provision

Unique Reference Number	EY349879
Inspection date	21 May 2008
Inspector	Jenny Kane
Setting Address	Furley Park Primary School, Reed Crescent, Kingsnorth, Ashford, Kent, TN23 3PA
Telephone number	07948 443 720
E-mail	sdunstall@furleypark.kent.sch.uk
Registered person	Furley Park After 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?

Furley Park After School Club has been registered since June 2007. It is one of several out of school clubs managed by Kent Play Clubs. The head of the school is part of the management committee whilst giving the day to day management responsibility to Kent Play Clubs.

The after school club operates from Furley Park School in the Park Farm area of Ashford. The club is based in the main hall with access to a classroom and the library. There is access to secure enclosed outdoor play areas.

There are 35 children currently on roll between the ages of four and 11 years attend the club. A maximum of 24 children may attend at any one time. It is open Monday to Friday from 15:15 to 18:00 during term time only. The club currently serves children attending the school and supports a small number of children with learning difficulties.

There are four staff working with the children. Of these, two hold appropriate early years childcare qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in premises which are child friendly, bright and maintained to a high standard. Staff promote the health of the children well because they share domestic tasks and ensure a healthy environment. The club has clear procedures not to admit sick children and staff reinforce good personal hygiene practices. Children remember to wash their hands before eating and after using the toilet. They have privacy when using the toilets and take themselves independently, remembering to inform staff. Parents share information about their children's health and medical requirements. Staff deal with accidents and emergencies effectively because first aid supplies are readily available, two staff hold first aid certificates and accident and medication records are maintained correctly. The manager checks accident and incident records for patterns as part of her risk assessment. Soon after arrival into the club, the children sit down together for a drink and snack. This is a happy, social time where the children talk to staff and their friends about what they have done at school. Staff are aware of any children who have a special dietary need and are know about any particular dislikes. Children make their own sandwiches, spreading the butter and adding slices of cheese, meat and various toppings. They hand round plates of carrot, cucumber, apple and tomatoes. They independently help themselves to drinks from the jug or the nearby water fountain and this prevents them from becoming thirsty. Staff encourage exercise by joining in with the children and this contributes to their health. For example, children ask to play with the parachute. They join in and cooperate as a group with staff calling out which children should run underneath, such as those with short hair, wearing glasses or who have a tie on.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in an environment, which is safe and welcoming. Staff take positive steps to ensure children's safety at all times. Security is very good with cameras and codes for entry. The manager carries out daily risk assessments and staff check all areas, both inside and outside before use by the children. Older children bring themselves to the club while younger children come along with the teaching assistants. Staff mark children in the register on arrival and parents sign their children out on collection. Fire fighting equipment is in place, exits remain clear and children regularly practise evacuation drills so they are familiar with the procedure. Children understand about their own and other children's safety through discussion with staff. For example, they know the boundaries and rules when playing outside. Staff take the register, radios and first aid equipment outside. They know where children are at all times, allowing freedom of play whilst pointing out dangers. Children have plenty of space to move about indoors and staff arrange activities and resources in areas. There is a good range and supply of play equipment. These are in good condition, well maintained and regularly checked for breakages. Although children relax and play confidently in their surroundings, independence and self-selection of the resources is restricted to what the staff put out and what the children request. This is due to limited storage and space to store low shelving units. The staff have a very good knowledge of child protection issues. The club's policy is in line the Local Safeguarding Children Board procedures and shared with parents. The manager and her staff understand their role, know what to do should a concern arise and work closely with the school staff. This ensures children are safe and their welfare promoted.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a good mix of activities, which include art, drama, music, sport and games. They are happy, sociable and communicate well. Children express their views and say they enjoy their time in the club. Their state their favourite activities are 'the computer, making things, eating and playing outside.' The staff understand that children want to relax after a day at school and plan activities which are fun and appropriate. The routine is flexible, allowing children plenty of choice during play. Children enjoy role-play, use their imaginations with the monsters and prehistoric animals, and cooperate and take turns when using the play station. Another group enjoy painting and make butterfly prints. Some want to take their art home while others ask to display it. Staff put some on the parents' notice board, but this is too high for children to see. Children also enjoy making models from the construction kit. They look at the instruction leaflet before deciding which structure to make. One child suggests to the manager 'it would be good to have a motor to make the wheels go round'. She responds by suggesting she borrows one from another club. Children happily continue this game for most of the session but are disappointed at the thought of breaking the construction up. When asked for a solution they suggest a shelf or taking a photo. Children enjoy a relaxed relationship with staff who listen to their views. Consequently, children are able to communicate their ideas and make suggestions about how they can put their own mark on their environment.

Children engage in physical activities on a regular basis and readily choose to play outside, running about the playground making up games and playing in small groups and pairs. They enjoy using the hoops, Frisbees and balls which develop their physical skills. Some children have fun on the balance balls and show off their skills by skipping at the same time as bouncing. Others enjoy challenging each other to see who can run the fastest. Those children, who do not want to be active, happily sit and chat on the benches around the playground in the shade. There is a good amount of space indoors for team games and children rest and sit quietly on the beanbags after strenuous play.

Helping children make a positive contribution

The provision is good.

Children have a good rapport with staff who treat them with respect and accommodate their individual interests and preferences. Staff work towards a policy of inclusion and have a good understanding of equality issues. The premises are user-friendly with good facilities. The manager and her staff are confident in their ability to care for children with a range of additional needs. Children have access to a good range of play materials, which reflect diversity and positive images. They partake in topics and festivals to increase their knowledge of the wider world. Behaviour management strategies are effective and work well in practice. This is because the staff work closely with the school and continue to implement the school's positive behaviour policy in the club. Staff encourage children to 'have a say' about the running of their club and children have been involved in writing up a set of 'club rules'. This helps to maintain a calm atmosphere and as a result, behaviour is very good. Parents and carers have professional and friendly relationships with the staff. There is good verbal communication and staff make a point of talking to each parent when they collect their children. The club maintains written policies and procedures to keep parents informed about the service and these are available in a folder with some policies on display. In addition, the notice board and regular newsletters ensure parents are involved in the care of their children.

Organisation

The organisation is good.

All required and mandatory documents are in order and appropriately maintained. Registers are clear and show when children, staff and visitors are present. Children's records are secure, confidential and shared appropriately with the parents. Staff work well together as a team and are supportive of each other. They are well organised, arriving in good time to set out the hall before the end of the school day in preparation for the children attending the club. They set out the area in a familiar way and plan the space and resources effectively. There are rigorous recruitment and staffing policies in place. Staff benefit from clear induction, ongoing appraisals and support from Kent Play Club managers. They enjoy regular staff meetings and in-house training sessions. Staff have a good commitment to personal development and training. The club works closely with the school staff and the head teacher. This benefits the children and ensures the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable as this is the first inspection since registration.

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):

- improve the access to toys and equipment to enable children to select resources freely and independently
- provide opportunities for children to put their own mark on their environment.

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