

Skool Kidz @ Wellsway School

Inspection report for early years provision

Unique Reference Number	EY359347
Inspection date	08 April 2008
Inspector	Sue Vernon
Setting Address	Wellsway School, Chandag Road, Keynsham, BRISTOL, BS31 1PH
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Registered person	Skool Kidz Childcare Limited
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?

Skool Kidz @ Wellsway was registered in 2007 and is one of several clubs run by the same private organisation. The group runs from a new mobile unit sited next to Wellsway and Chandag Infants and Junior schools in Keynsham, near Bristol. The breakfast, after-school and holiday club is registered for 24 children under eight. There are currently 65 children on roll altogether, with 40 being under the age of eight years. The group offers care from 07.45 to 08.45 for the breakfast club, 15.15 to 18.30 for after-school care in term-time and 08.15 to 18.15 for the holiday club which is offered according to demand during school holidays. The breakfast and after-school club runs for children of Chandag and Wellsway schools. The holiday club is also open to children from the surrounding area.

The group employs four staff, three of whom hold appropriate qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted effectively. They enjoy regular drinks of water, developing their independence as they help themselves from a water jug and cups offered, and staff take drinks outside during physical play sessions. Children enjoy healthy snacks, choosing from a variety of fresh fruit daily such as strawberries and kiwi fruit. They learn about healthy eating from a variety of play activities, topic work and posters displayed around. For example, they enjoy making fruit smoothies or animal shapes using cheese, pitta bread and salad ingredients which they eat for their snack time. Staff work closely with parents in order to gather information on any special dietary requirements. These are known and planned for which ensures children's individual needs are met and both children and parents feel supported.

Staff encourage children to develop a good awareness of personal hygiene. For example, encouraging regular hand washing using liquid soap and hand dryers. Children know the routine and happily wash their hands after messy play or before eating. A written sickness policy is in place and is shared with parents which helps develop understanding about infectious illnesses. This supports preventing possible cross-infection. Staff are appropriately qualified in first aid and a first aid kit is available and taken on outings which supports children's well-being. Appropriate medication records are completed and shared with parents to promote consistency.

Children enjoy regular outdoor play which promotes their good health. Staff encourage and join in team games such as rounders as well as providing a good range of resources for individual play, for example, with skipping ropes and balls. Outings to larger play areas in nearby parks enable children to try different physical skills. For example as they climb on larger equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is promoted satisfactorily. The indoor areas used are risk assessed and any hazards have been identified and reduced. The building is checked daily before use and daily records are retained as required. Children move safely around during indoor play activities. However, some small hazards in the outdoor areas, such as confusion over the use of an un-cleared side grassed area remain. Children take responsibility for their own safety as they learn the boundaries of the large outdoor play areas and where they can play on the fixed equipment and explore safely. Fire safety issues have been addressed and equipment is in place although the fire blanket is not fixed. A fire drill is displayed and children learn the evacuation drill through termly practice which is recorded and assessed.

Children enjoy access to a safe range of play resources which are checked and replaced as they get damaged. Age-appropriate games and construction are offered with the room being set out ready for the children attending. This enables children to move smoothly into play. Children's well-being is supported satisfactorily through the staff's understanding of child protection issues and the required procedure to be followed if any concerns arise. A written policy is in place and is offered to parents which builds shared understanding.

Helping children achieve well and enjoy what they do

The provision is good.

The staff team prepare well in advance by setting out play resources, toys and games ready on tables and on mats for floor play. This helps children settle well and feel welcome as they arrive. A good range of play opportunities is offered for the different ages attending. For example children enjoy construction sets or games for small groups. Art and craft activities such as painting and mask making are enjoyed with resources ready nearby. A good selection of play ideas are offered in a file with pictures and instructions which support both children and staff ideas. Staff plan ahead effectively with a daily theme such as a drama and music day or picnic and rounders in the park for the holiday club, and also respond to children's requests. Children's independence is well supported as they select activities for themselves from accessible storage areas and boxes displayed around the play room.

Staff and children build good relationships together and enjoy sharing games and working together. For example as they mix ingredients for making play-dough. Staff know the children well and encourage them to contribute their own ideas for activities which builds their sense of feeling involved. For example, children make a list of their ideas for the group such as organising a recycling box which staff then help them put into place. Children work well together as they share toys such as bats and balls in outdoor games or plan their own imaginative games around outdoor play equipment with staff support.

Helping children make a positive contribution

The provision is good.

The group ensure that they work well with parents in order to gather information about each child and any individual needs such as any special medical or dietary needs. Staff then plan effectively how to support them. This ensures that both parents and children feel valued. Both boys and girls are encouraged to try all the available play opportunities including physical play and imaginative, creative play with art resources. This helps all children feel included. An interesting selection of equal opportunity resources and topic activities help children learn the value of diversity. Activities such as cooking and tasting Chinese food or creating Aboriginal paintings help children learn about other cultures.

Staff follow a consistently positive approach to managing behaviour by using encouragement and praise. Children are praised for their efforts as well as their achievements. Children contribute to the group's general behaviour guidelines which are displayed and referred to. This builds children's self-esteem and sense of involvement effectively. The group praise children for their helpfulness and have a good system for rewarding children through smiley stickers. Children take responsibility for their behaviour as they take pleasure in earning a sticker for the chart and showing their parents how many they have achieved.

Good relationships with parents are built through visits and settling-in procedures. Appropriate records such as those relating to accidents and medications are shared with parents in order to build consistency. Clear information about the group is offered on display boards. Policies and procedures are available daily which helps parents learn about routines. Good feedback on children's experiences is offered as staff welcome parents and discuss the day. This works effectively to keep parents involved.

Organisation

The organisation is good.

Effective employment systems are in place in order to ensure the suitability of staff. Any key changes are notified to Ofsted as required. Staff are suitably qualified in early years and additional training is encouraged in order to further develop skills which benefits the children's experience. Daily attendance is recorded and all permissions are in place such as permissions for outings to nearby play areas and parks. Children's records are up-to-date and are stored securely on premises with regard for confidentiality. Policies and procedures which support children's well-being are in place and made available to staff and parents which supports consistency of care.

The play areas are well organised in advance in order to prepare different play areas before children arrive. For example, floor play is set out on mats with puzzles and construction sets and art work is ready on tables. This ensures sessions run well and children move smoothly into play. Children's work is attractively displayed around the room which builds their sense of belonging. The setting meets the needs of the range of children for whom they provide.

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 the fire blanket is fixed in place and the risk assessments include full details of the monitoring and reduction of outdoor hazards.

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