

Schoolfriend at Wimborne Junior

Inspection report for early years provision

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| Unique Reference Number | EY365666 |
| Inspection date | 26 June 2008 |
| Inspector | Gill Moore |
| Setting Address | Wimborne Junior & Infant School, Wimborne Road, SOUTHSEA, Hampshire, PO4 8DE |
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| Registered person | Schoolfriend Etc |
| 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?

Schoolfriend at Wimborne Junior was registered to operate at these premises in 2007. It is managed by the Schoolfriend Etc organisation which is a registered charity and part of a national organisation providing out of school care. It operates from a spare classroom within Wimborne Junior School, which is situated in the Southsea area of the city of Portsmouth. Children have use of this room, which is used during the day by the school for other activities, and access the school hall and the computer suite on some occasions. The group have use of an enclosed outdoor play area.

A maximum of 36 children may attend the group at any one time and it is the policy of the group to accept children in full time school from four to 11 years old. The number of children on roll varies. The club is open each weekday from 15.15 to 18.00, term time only and serves children attending Wimborne Infant and Junior Schools. A breakfast club is also provided before the school day. A qualified manager is employed to be responsible for the day to day running of the group. In addition, three staff work directly with the children, one of whom is qualified. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted because staff implement effective health and hygiene procedures. Children recognise how germs spread around their bodies and understand the importance of washing their hands before cooking activities and having snack. Accidents and the administration of medication are dealt with appropriately and recorded on individual sheets, which helps to ensure confidentiality is maintained. Children's health is promoted in an emergency situation because parents are asked to provide written consent for their child to receive emergency treatment as part of the registration process. Effective procedures are implemented ensuring staff have a secure knowledge of children's medical needs and allergies. This is taken into consideration when planning snacks.

Children sit together for snacks, developing their social skills. However, they wait until every child has washed their hands before starting their meal, which takes some time due to the location of the toilets and hand washing facilities. Staff prepare the meals and serve these, limiting opportunities for children to develop their independence. Meals are plated up beforehand washing commences and consequently food is cold by the time children are ready to eat. Light snacks, such as toast, soup and crumpets are offered followed by yoghurts and fresh fruit. Children enjoy opportunities to play outside and engage in physical activities every day. They confidently use a range of bats and balls, develop their skills negotiating balls in and out of cones and enjoy playing team games, such as football with staff and their peers.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit because they can wander freely and safely between the inside and outside area making choices about where they play. They have use of an adequate range of play provision and resources suitable for their ages. However, the indoor environment is not particularly welcoming or inviting for children. Limited storage facilities impacts on their ability to independently access the full range of provision and equipment across each session. Appropriate systems are implemented to ensure equipment and resources are clean and well maintained, which contributes to keeping children safe. Children's safety is promoted whilst at club because staff are vigilant and implement formal checks on all areas accessed by children. Clear procedures outline exactly what is to be checked and a record of this is kept daily. Playground gates are checked by staff once the school day has finished and parents and children have left the premises. Children recognise the importance of this before they are allowed outside to play.

Effective systems are in place to collect younger children from the infant school and bright coloured jackets are worn helping to identify children and keep them safe. Suitable procedures are implemented to escort children to and from the toilets, as other groups are often operating at the same time as the club, although in different areas within the school building. Overall, children's safety is well promoted, however insufficient opportunities are in place for all children to discuss and practise arrangements for emergency evacuation. Staff have only ever implemented one fire drill, since opening 10 months ago, which impacts on children's ability to keep themselves safe. Staff have an appropriate understanding of child protection issues and understand their role with regards to protecting children in their care. They know how to implement club and local child protection procedures and have a suitable understanding of the records to be kept. Injuries children arrive with are recorded and discussed and effective systems

are in place to share information between club staff and teachers about accidents children have been involved in during the school day. Secure arrangements are implemented with regards to the collection of children, which helps to keep them safe.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happily to the club and are familiar with the daily routine. Staff usually set out different resources and activities and children make decisions about where they want to play. They have opportunities to ask for alternative equipment, some of which can be accessed independently, across the session. During the inspection children were cooking different types of cakes, in preparation for the school summer fete the following day. As a result, a limited range of activities were available for children and the room was not set up with resources for them to choose from. Children were encouraged to ask for some play equipment, which they took outside. Interaction between staff and children is good. Secure relationships are established and staff join in with children's play when invited to do so. For example, they play board games, such as 'Frustration' and 'Four in a Row' and support children's imaginative play as they dress their babies and pretend to go shopping. Staff make good use of cooking activities to promote children's learning. Children follow recipes, measure and weigh out ingredients and solve their own problems, when they place too much butter on the scales. Older children work well with their younger peers to support them in this activity.

Children usually have some opportunities to be creative using media, such as paint and play dough, and can read and complete puzzles in a quiet area, although this was not available today. However, the organisation of the space and furniture limits the available play space for children, which impacts on the range of activities available across the session. Children are invited to complete questionnaires enabling them to contribute ideas about activities they would like to do. However, procedures to plan the play programme offered and evaluate experiences have not yet been introduced. Consequently, activities are not always tailored to children's individual needs and interests.

Helping children make a positive contribution

The provision is satisfactory.

Children play well together cooperating with their peers and recognise the importance of sharing and taking turns. For example, they select board games, such as Hungry Frogs, and play this together without requiring support from an adult. Children competently take turns and accept when one of their peers is the winner. They have a good understanding of what is expected of them contributing to the group rules. Staff promote children's positive behaviour, giving praise and thanks, and sticker charts and rewards are given to acknowledge good behaviour from individual children. Activities are available to all children and staff promote an inclusive environment, valuing each child as an individual. Some resources available reflect diversity, although opportunities for children to increase their understanding of this, for example around culture, special events and traditions are not planned into the play programme.

Staff develop friendly, informal relationships with parents talking to them about their child as they collect them from the club. Written information about children's requirements is requested at registration, which enables staff to be aware of their individual needs and ensure these are catered for, such as food allergies. Parents have access to club policies and procedures and receive a parent information brochure at registration, although this information relates to the

company and not about this specific club. Items of interest are included in the junior school newsletter. However, opportunities for all parents of children attending to receive written information about the club and be involved in the planning and evaluation of the programme are not fully developed, which impacts on their ability to be fully informed about the provision.

Organisation

The organisation is satisfactory.

Staff work well together on a daily basis. They communicate effectively informally and through the implementation of a communications book, which is used to indicate if visitors are expected and highlights changes to children's attendance. Consequently, sessions run smoothly and satisfactory outcomes are promoted for children. As a result, the setting meets the needs of the range of children for whom it provides.

Robust procedures are in place to initially recruit, appoint and induct new staff ensuring their suitability. However, insufficient support is provided from management on a daily and ongoing basis to monitor and evaluate practice of the club and opportunities available to children. Systems to monitor staff performance and development, including identification of training needs, are not implemented, which impacts on staff's ability to move the club forward. Accurate and well maintained documentation is kept in line with the requirements in regulations. Written procedures, developed by head office, outline club policies, although these are not specific to each club and are not always implemented in practice. A visit was made to ensure the group were meeting standards in preparation for their inspection some months ago. However, continued support, particularly for the manager, is not provided. Consequently, although staff interact well with children building positive relationships, their lack of experience and insufficient support impacts on their ability to recognise areas for development and make improvements to the provision. The club receive good support from the early years partnership.

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 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):

- review the arrangements for conducting fire drills to ensure all children have opportunities to discuss and practise this
- review and improve the organisation of the environment, accessibility of resources and arrangements for snack time
- introduce systems to monitor and evaluate staff performance and development identifying ongoing training needs and continued support to staff
- review the arrangements for planning activities to ensure experiences offered are monitored and evaluated and matched to children's individual interests

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