



Gaps Abington Community Out Of School Club

Inspection report for early years provision

Unique Reference Number	221689
Inspection date	29 September 2005
Inspector	Heidi Falconer
Setting Address	The Portacabin, Great Abington Primary School, High Street, Great Abington, Cambridge, Cambridgeshire, CB1 6AE
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Registered person	Gaps Abington Community Out of 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?

Gaps Abington Community Out of School Club is run by a management committee. It opened in 1999 and operates from 2 rooms in a mobile building. It is situated in Abington a village on the outskirts of Cambridge. A maximum of 40 children may attend the out of school club at any one time. The out of school club is open each weekday from 07.45 to 08.45 and from 15.00 to 18.00 during school term times . They also offer a flexible play scheme programme which is open from 07.45 to 18.00 during some of the school holidays and school closure days. All children have access to a secure, enclosed outdoor play area.

There are currently 85 children from 3 to 12 years on roll. Children come from the local area.

The out of school club employs 9 staff. Two of the staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and tidy environment where they are able to learn the importance of good hygiene and develop their personal care skills. Their understanding of why they must wash their hands before meals and snacks and after using the toilet helps to reduce the spread of germs and of cross contamination. Children enjoy good health and are protected from infection. They stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, for example, only staff who hold current food hygiene certificates prepare the food for snacks.

Children enjoy a wide range of activities, which contribute to their good health. Each day there are outdoor activities to help them develop control of their bodies, for example, they play group games such as cricket, basket ball and tennis. The staff's good understanding about the type of activities which help the children become active and the support they provide, gives children the confidence to investigate their environment, pushing themselves onward with the security of an adult close by, for example, children set themselves physical challenges by arranging ropes on the maze seating to create an assault course.

Children are well nourished and learn to make healthy choices about what they eat and drink. They are able to choose from freshly prepared varied snacks. Children enjoy fruit, vegetables and salad and they are encouraged to drink regularly to ensure they do not become dehydrated. Drinks are accessible to children at all times.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around the premises safely, freely and independently because the staff successfully identify and minimise potential risks for children, for example, all medication is kept out of reach in a locked cupboard. Children use a stimulating range of safe, good quality, developmentally appropriate resources. These are well organised in 'child height' furniture to encourage safe independent access.

Staff give priority to helping children understand how to keep themselves safe by following certain rules, such as ringing the doorbell to gain entry when they have been playing outside. Children know and comply with safety routines, such as not entering the group's kitchen.

The out of school club has all the required procedures and documents in place for staff to ensure that children's welfare is safeguarded and promoted. For example, five staff members hold a current first aid certificate and all staff have a secure understanding of child protection procedures in line with local Area Child Protection Committee procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and are happy and confident in the setting. Staff create a bright and welcoming environment for them by setting it out ready for their arrival each day and using their art work to decorate the room. Recently children have made small stained glass window pictures; these have been placed on the windows in the setting. This values children's creations and develops their

self-esteem.

All children are encouraged to spend their time purposefully, they have opportunities to try new activities and learn through first hand experiences, for example, they paint ceramics and go 'pond dipping'. In addition during the school holidays the group have invited visitors to provide a wider range of activities. Recent visits have included 'Tom the Pom' who brought in a selection of didgeridoos for children to play and 'Raging Rockets', a day in which children made a selection of rockets and kites. This all enhance the children's enjoyment at the group.

They enjoy time at the end of the school day when they can relax or be active in accordance with their needs and interests. There is a good range of well maintained resources which are used well to interest children. Many children take an active part in games, outdoor play and role play. Others select quieter activities, such as art and craft or watching a video or reading a book in the 'chill out' area. Children respond to challenges and are encouraged with support from the staff to participate in activities which are new to them, such as learning to play cricket, basketball and tennis.

Helping children make a positive contribution

The provision is good.

All children are valued, respected as individuals and play an active part in the group. Regular meetings with staff give children an opportunity to voice their opinions for the group, helping them to develop self-esteem, confidence and feel that their contributions are important. The staff provide a meaningful range of activities and resources to promote a positive view of the wider world and increase children's awareness of diversity and their understanding of others. For example, the children talk about celebrations across the world such as Chinese New Year. These activities are supported by practical experiences, whilst celebrating Chinese New Year children tried Chinese food and ate with chopsticks. Children learn about their local community as they take part in village quizzes and go 'pond dipping' in the local stream.

Children behave well. They know what is expected of them because they discuss and help to formulate the rules of the setting. These rules are clearly displayed so that all children know what is expected of them. Staff manage behaviour well whilst still allowing children sufficient freedom to explore, express themselves and try new activities. Children show a good understanding of responsible behaviour and they share popular resources such as the computers. When wishing to use the computers children write their name on a white board and await their turn. This helps children as they learn to take turns and play together harmoniously.

Children benefit from an effective relationship between the club staff and parents. Parents speak highly of the staff and the activities that they provide. Children's individual requirements are discussed with parents regularly to ensure that their changing needs continue to be met. All of the required documents are in place and shared with parents to promote the children's care, welfare and learning.

Organisation

The organisation is good.

Children benefit from being cared for by experienced staff that have a clear understanding of their roles and responsibilities. They use this knowledge to create a well-organised environment and provide a good range of activities that meet children's needs and interests. Children feel comfortable and at ease in the setting and are confident to initiate and extend their own play and learning.

Children's records are kept up to date, so that they receive appropriate care to enable them to settle in well and become confident members of the group. The organisation of the group's records is generally good. Record forms have been put in place to meet children's individual needs, however, the recording of medication administered does not maintain children's confidentiality and the last fire practice has not been logged. A high number of staff have current first aid qualifications. However, recruitment procedures have not ensured that the appropriate numbers of staff hold qualifications in childcare.

Staff are committed to providing good quality care for children. The setting receives support from the Out of School Support Team , Early Years Development and Childcare Partnership and they are members of 4 Children and have achieved Level 1 of the Quality Assurance Scheme. This ongoing support ensures that children are cared for in a fun and stimulating environment. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the group were asked to improve children's safety by ensuring that they had a written procedure for outings. This is now in place and prior to any outings it is updated to make it specific to the place that they are visiting. As a result children's safety has been enhanced when they are on outings.

Complaints since the last inspection

Concerns were raised relating to Standard 13 (child protection). Following liaison with other agencies and a visit conducted by Ofsted on the 17th May 2005, it was agreed that adequate procedures are in place to ensure compliance with the National Standards and no further action is required regarding this matter.

THE QUALITY AND STANDARDS OF THE CARE

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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 recording of fire drills
- improve written records relating to the administration of medication to ensure confidentiality is maintained
- develop an action plan that sets out how staff training and qualification requirements will be met.

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