



Henrys Afterschool Club

Inspection report for early years provision

Unique Reference Number	EY289325
Inspection date	12 October 2005
Inspector	Kay Roberts
Setting Address	Horfield C of E School, Bishop Manor Road, Westbury-on-Trym, Bristol, BS10 5BD
Telephone number	0117 3772499
E-mail	
Registered person	Henrys Afterschool Playscheme
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?

Henry's Afterschool Club was first established in 2001 but re-registered in 2004. It operates from a single storey, self-contained building within the grounds of Horfield C of E School in Bristol. Children have access to a main playroom and adjacent toilet facilities. The additional storage room is for adult use only. Children also have access to the school playing field and ICT room.

It is open Monday to Friday during term time from 15:15 to 18:00 hours. Registration is for a maximum of 26 children at any one time and currently there are 51 children on roll, 38 of whom are under 8 years. All children attend Horfield C of E School.

Henry's Afterschool Club is managed a parent committee. Currently there are 10 permanent members of staff who work directly with the children, 8 of whom have appropriate qualifications and experience within the field of child care. The club is affiliated to Bristol Association for Neighbourhood Day Care (BAND).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's welfare is promoted as there are effective procedures for managing both medication and accidents. The risk of infection is minimised through hygienic routines, such as using anti-bacterial spray to clean tables and following cleaning rotas, although 2 tables used for drawing are grubby. Children recognise the importance of hygiene as they wash their hands after using the toilet and before eating snacks. They keep themselves clean as they put on aprons before participating in craft activities and use different aprons before helping with the toast.

The room is appropriately organised so that space is created for children who wish to relax. They rest on cushions as they look at comics or books and at snack time relax as they watch a video. At other times children are kept active as they are able to choose from a wide selection of activities and time on the Nintendo is limited to 10 minutes. Daily opportunities are provided for children to take physical exercise and develop large muscle skills either outside if the weather is suitable or in the school hall. Outside children participate in games of rounders and football. Indoors they play games such as 'cat and mouse' using the parachute.

Children receive contradictory messages about healthy eating and are not clear about what foods are good for them and what is less healthy. When children first enter the group they help themselves to a selection of fruit, but later are able to choose jam and chocolate spread to have on their toast. Although there are systems in place for managing children's special dietary requirements these are not always effective and potentially children may have an allergic reaction to food on offer.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel welcome at Henry's and have a sense of belonging. There are bright notice boards displaying their art work and a welcome poster created by the children reflects positive images of other cultures. They are greeted by members of staff and both the snack and activities are set up prior to their arrival. Children remain interested in activities as they are able to choose from a good range on a daily basis and have access to an extensive range of books and table top games. If they want a new toy they know they can ask a member of staff. There is sufficient child sized furniture so that all children can participate in craft activities and sit together for toast.

Children are relaxed as they play in a safe, secure environment. Risk assessments are regularly reviewed and daily checks made of the premises to ensure there are no

potential hazards. Children do not get lost as they are collected from classrooms by members of staff and there are effective procedures for transferring children to different areas of the school, such as the hall. Staff have a proactive approach to safety, for example, only allowing a few children at a time to move to their chosen activity, so there is less risk of children bumping into each other. Children learn to protect themselves. They know they should not cross the red line across the doorway to the store cupboard and not to run. Regular fire drills, based on those followed by the school, ensures children know the emergency evacuation procedure. Children are protected. Staff have a good knowledge of child protection procedures. Children are confident to inform members of staff of any worries.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and relaxed as they confidently enter the setting. They chat to each other and clearly value friendships within the group. Their interest and enjoyment in the broad range of theme based, planned activities is evident. Activities are suitable for children of all ages and children's wishes are taken into consideration during planning. Children take care when cutting out and sewing puppets, and when colouring in pictures keep within the lines. Children's interest is sustained as staff participate in games of pool and offer guidance on craft activities. They are proud of their achievements and show finished items to members of staff, who offer praise. Children explore different media such as clay as they create models of a horse, an elephant and a drill. The provision of a mixing pallet and encouragement from staff allows children to experience mixing colours as they make leaf prints. Children use their imagination well as they make a den from cushions and pretend to visit the library to select books, which they then read to each other. When playing more physical games such as 'Sharks' they have fun and laugh as one child chases another. Children enjoy being at Henry's Afterschool Club and on some occasions ask to remain at the group rather than go home.

Helping children make a positive contribution

The provision is satisfactory.

Any child who is new to the group settles quickly. At the beginning of the session they are introduced to the group and the whole group reminded of how they should welcome newcomers. If there are no other children attending the group from their class they are supported by a buddy. Staff encourage them to watch other children and to participate in an activity of their choosing. Staff value and include all children, they ensure all children present have an opportunity to explain the positive comments they have written about themselves in the school hall. Each child feels valued as they know that staff listen to what they say. For example, when a child said they did not like apples, they were asked to name their favourite fruit, which is now always made available when the child is present. As well as good communication with children, staff also have open discussion with parents so that children's individual needs are met on a daily basis. Children's special needs are met through discussion with parents, the child and other professionals.

Children are polite and exceptionally well behaved as they strive to earn another smiley face on their chart. They show respect for their environment, peers, staff and visitors.

Children learn about diversity through the many fun activities, such as the creation of a bright welcome poster, when children dressed cardboard characters from around the globe. However, children are not always aware of what language is acceptable as inappropriate language is not challenged by staff.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides care. This is achieved through effective working relationship between staff, committee and school. All committee members and staff are appropriately vetted and there is an ongoing system for ensuring staff are suitable to work with children. The manager is qualified to NVQ level 2 and will commence level 3 training in January 2006. She plans 3 different craft activities daily based on children's interests and ensures staff are clear about their remit. Staff are appropriately deployed to ensure safety is maintained. They are enthusiastic and play with the children. On many occasions children receive a high level of support as the group operates above minimum staffing requirements. The group have a proactive approach and seek views of parents and children via questionnaires. Data from the questionnaires and action taken as a result, such as the introduction of safe cooking and use of the ICT room are displayed within the setting. Ofsted had not however been informed of the additional room used by Henry's Afterschool Club. Up to date documentation complies with the requirements of the National Standards, is confidentially maintained and where appropriate shared with parents. Policies and procedures are regularly updated.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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):

- improve the system for managing special dietary requirements
- further develop staff knowledge and understanding of equal opportunities so that at all times they are able to help children foster a positive attitude
- ensure Ofsted is informed of significant changes

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk