



Manor Kids Club

Inspection report for early years provision

Unique Reference Number	EY232020
Inspection date	13 June 2005
Inspector	Louise, Caroline Bonney
Setting Address	Manor Infant School, Fernhill Road, Farnborough, Hampshire, GU14 9DX
Telephone number	
E-mail	
Registered person	Manor Kids 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.
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WHAT SORT OF SETTING IS IT?

Manor Kids Club opened in 2001, and provides a breakfast club and an after-school club for children between the ages of 4 (if in full-time education) and 12. The provision is set in Manor Infant and Junior Schools and serves the needs of the families in the area. The intake reflects the local community.

There are currently 19 children on roll for the breakfast club held at the Junior School, and 49 for the after-school club held at the Infant School. Children attend on a variety of days. The club is able to support children who have special educational needs. No children attending speak English as an additional language.

The club opens 5 days a week during school term only. Sessions are from 07:45 until 08:55 for the breakfast club, and 15:10 to 17.30 for the after-school club, Monday to Friday.

There are four full-time and one part-time member of staff working with the children. Of these, three have early years qualifications at level three, and staff are working towards achieving playwork qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have good opportunities to support a healthy life-style by participating in various physical activities, indoors and outside. They have access to safe outdoor areas, where they enjoy developing their skills as they play team games such as rounders and football, or climb on the fixed play equipment. Indoors children use half the hall for games such as football, while the other half is set up to provide for quieter activities.

Children learn to listen to their bodies, and access drinks or sit to rest according to their needs. Those attending the breakfast club learn the importance of a healthy diet as they choose their breakfast from a range of foods such as pancakes, cereals and breads. Children at the after-school club enjoy a sociable snack time, which usually consists of a biscuit and squash, and occasionally milk and fruit.

Children stay healthy through the staff seeking information about their health and care needs. Sufficient staff have first aid training, and there are suitable procedures to follow in case of accidents or the administration of medication. However, although there is good verbal exchange of information with parents about any accidents or medication given, staff do not always ensure parents/carers sign the records kept appropriately.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's risk of accidental injury is minimised by the staff's vigilance and careful risk assessment of the environment. Children have access to a good range of well-maintained and appropriate equipment and resources. They are able to select many of these safely and independently from the storage cupboard or boxes, with staff close-by to help if necessary. Most children follow the safety rules such as not climbing on unsuitable equipment in the hall. They learn how to keep themselves safe as they participate in cookery activities in a specially designed, child-orientated kitchen, and they have clear understanding of how to use the fixed outdoor play equipment appropriately. Children are familiar with the fire drill which they practice each term, although staff do not vary or evaluate these sufficiently to improve practice.

Children and parents are aware of the collection procedures which help to keep the children safe. Junior School children know to wait for staff to take them to the after-school club, and parents/carers collecting the children are well-known to staff. Staff protect children well through their understanding of child protection issues and knowledge of their responsibilities. Children also know how to protect themselves by reporting any visitors to staff, and by not playing near the perimeter fence.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy on arrival, and quickly settle to their activities after a snack and drink. They develop trusting relationships with staff, and approach them confidently, knowing that staff are attentive to their needs, concerns and requests. Children play well together, and establish good friendships with each other.

All children have good opportunities to independently choose their own activities, with staff supporting them through the provision of resources or ideas. Children find the activities interesting and stimulating, and freely select their resources from the wide range available. At the after-school club children choose their favourite table-top activities such as drawing, sit in groups to construct Lego models or to chat, or play football. After a sociable snack-time they are able to choose whether or not to play outside. When outside children quickly select their teams for football, staff organise a game of rounders, while others enjoy quieter activities such as role-play, continue modelling with Lego, or threading 'Scooby-Do's'. At the breakfast club children are able to select table-top activities such as drawing or games. Children who have special needs fully participate in the activities, with staff supporting them appropriately.

Children learn new skills at the after-school club as staff introduce different activities which quickly become popular, like threading Scooby Do's, cookery activities such as making pancakes, or using a dance mat.

Helping children make a positive contribution

The provision is good.

Children are relaxed and comfortable in the setting, and have a good understanding of how to behave appropriately. They seek support from staff when necessary, share and take turns well, and develop rules of behaviour together which are displayed on the notice board. They show care and concern for each other by quickly fetching a member of staff when a child is upset. Staff are consistent, and have good behaviour management strategies in place which reinforce children's understanding.

Children feel able to contribute to the provision by selecting new resources for purchase, and write their suggestions for how to further develop the provision in the comments book. They develop an understanding of social diversity through using resources that reflect other cultures and ethnicity, and through occasional activities reflecting festivals such as the Chinese New Year, when they make hats and taste

Chinese food. All children have equal opportunities to access the full range of activities available.

Children benefit from the positive relationships staff have with parents and carers. Staff liaise closely with parents to enable them to meet the children's care needs, including those with special needs, and there is a good exchange of information at handover. They seek the opinions of parents about the provision through questionnaires sent home, and share information through newsletters, the notice board and the information leaflet. Parents further contribute to the provision by forming a management committee. Although policies are in place, not all parents are made aware of them.

Organisation

The organisation is satisfactory.

Children benefit from the effective organisation of space, time and resources. At the after-school club they have safe areas indoors for active play, table top and floor activities, such as construction or colouring. Outside they have good opportunities for physical play on the sports field or the fixed play equipment. Children are able to make their own decisions about their activities as they select their resources from the well-organised storage cupboard. They are aware of the routines around safe collection from the Junior School, and snack time. Staff maintain high ratios and are well deployed so that they can support children's care, learning and play well at all times. Children are able to enjoy a good variety of activities indoors and outdoors which reflect their interests.

Staff receive good support from the Committee, and children are protected through effective staff vetting procedures and induction. Most documentation is in place to help protect the welfare of the children, although registers do not show children's varying times of arrival. Staff show interest in attaining suitable qualifications, and an action plan is being implemented to achieve appropriate levels of training.

The needs of the children are met.

Improvements since the last inspection

The provision was asked to develop documentation to support the safety and welfare of the children, and to develop the staff's training to achieve the minimum qualification requirements.

Under the leadership of the supervisor good progress has been made. She is implementing an action plan to ensure staff achieve appropriate playwork qualifications, to support their ability to develop the children's potential. She has up-dated the policies and documentation to support the safety and welfare of the children. However, the registers and fire-drill evaluation lack sufficient detail, and parents are not made aware of the policies and procedures available.

Complaints since the last inspection

There are no complaints to report.

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):

- continue to develop documentation, to include an evaluation of fire drills, a procedure for ensuring parents or carers promptly sign all accident and medication records, a registration system to show the times children attend
- provide parents with details of the provision's policies and procedures
- continue to implement the staff training action plan, to achieve the minimum qualification requirements.

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