



## **Carole Quill's Kids Club**

Inspection report for early years provision

<b>Unique Reference Number</b>	317425
<b>Inspection date</b>	01 November 2005
<b>Inspector</b>	Lesley Ormrod
<b>Setting Address</b>	Windermere Church of England Junior School, Prince's Road, Windermere, Cumbria, LA23 2DD
<b>Telephone number</b>	015394 62478
<b>E-mail</b>	
<b>Registered person</b>	Carole Quill
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://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?

Carole Quill's Kids Club is run by the owner-manager. It opened in 1999 and operates from all of the available rooms and associated facilities in Windermere Church of England Junior School. The club is situated in the town of Windermere, Cumbria. A maximum of 40 children may attend the breakfast club and the out-of-school club. A maximum of 50 children may attend the holiday play scheme. The club is open each weekday from 08.00 to 09.00 and 15.15 to 17.30 in term time and from 09.00 to 17.00 during school closures. All children share access to outdoor play and sports' areas.

There are currently 70 children on roll. Children come from the local community and schools, and from families visiting the area. The club currently supports children with special educational needs and also at times supports children who speak English as an additional language.

The club employs seven staff. All of the staff, including the manager hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health needs are known and met as these are discussed with parents and recorded on the individual information forms. Their health care arrangements in the event of an accident, sickness or a need to receive medication are provided for, as the staff are all first aiders, share their policies with parents and are updating their medication recording systems although the parental consent for emergency medical advice and treatment is not sufficiently specific. Children have good personal care routines, know the importance of washing their hands at appropriate times and understand why this protects their health from the risk of germs as the staff consistently encourage their understanding and reinforce their good practices. They can explain readily about good personal hygiene routines in discussion time and go promptly to wash the paint off their hands before snack time.

Children enjoy a good range of healthy snacks and breakfasts as they actively participated with the staff and their parents in reviewing the healthiness of their previous food choices and deciding from their discussions and questionnaires what would be healthier options to choose from. Older children can discuss and evaluate how successful the focus on healthy eating has been as they observe reactions and choices made at snack times. Children tuck into items, such as malt loaf slices, a variety of fruits, breadsticks and sugar free juices and can confidently explain why they decided that biscuits and crisps were not a healthy option for their bodies as these would rot their teeth. They explain that their decisions about healthier snacks help their bodies to be healthy and that they need to eat healthily to give them the energy for exercise. Their dietary needs are known and provided for as these are recorded on the individual forms and observed by staff.

Children have an excellent understanding of how being active helps them to be healthy as they readily make their choices from the exceptionally good range of sports and physical activities offered and discuss with staff the benefits and effects on their bodies of healthy exercise. They know that it is important to do their warm-up exercises before starting a game of football and describe accurately how their hearts feel before exercise and what happens after being active. Children are committed to the enjoyment of exercise and sport as they excitedly chat about their achievements in the dance and gymnastics club, how they can move their bodies to carry out sequences and respond to the praise of the coach as they learn how to coordinate their arms and legs to bowl or bat a cricket ball.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children freely move around the base areas to make their independent choices of activities set out for their interest as the staff make good use of the available space. They use a quiet area of the library to complete their homework; read, play group board games or design with the construction sets in the carpet and table areas of the library, and enjoy a good selection of well-resourced creative arts activities in the adjacent classroom. Children choose from an extensive range of sports and physical education equipment set out on the outdoor playgrounds and playing fields and participate in group games, celebration events and prize-giving in the spacious school hall. They freely select their choices of resources for their indoor activities as the staff provide a good range of easily accessible materials. Children are very confident in planning what they want to do and selecting exactly the resources they want to carry out their ideas. They explain readily in group time why it is important to look after their equipment and resources as they appreciate that it is upsetting for others not to be able to complete their jigsaw or construction design if pieces are missing. They are proud of their colourful displays in their club areas as they chat about the items on show that reflect the competitions they have entered.

Children have a very good understanding of playing safely as the staff place high importance on this through frequent group discussions and reinforcement of their understanding throughout sessions. They safely access outings, such as trips to Brockhole Country Park or the cinema as staff obtain parental consents, carry out risk assessments for venues and check the suitability of transport operators. They are given excellent instruction in road safety skills as the staff place high importance on this aspect of children's knowledge of safe practices. Children demonstrate a good understanding of emergency evacuation as the staff use the daily group sessions to discuss with them how to keep safe in an emergency. They eagerly solve the scenarios presented and decide accurately which are the safe routes to take from different locations. Children know that they leave safely themselves and that the fire officers will attend to any other persons. Their safe use of the unenclosed outdoor play areas has been risk assessed by the staff who have set up coned-off areas. Children explain confidently that they stay in the marked areas as this stops them being at risk from any cars moving about. Their safe care has been risk assessed with policies and procedures set up and security measures reviewed and improved.

Children are protected as the staff have completed training in child protection procedures and provide parents with information about their policy although this document requires more detail. Their good understanding of aspects of staying safe, such as stranger-danger is sensitively extended and developed by staff through the use of age-appropriate discussion groups and suitable resource materials. Children develop their confidence in using strategies that will help them to be protected if they do not feel safe.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children eagerly participate in an exceptionally good range of activities and experiences as the staff fully promote their emotional, physical, social and intellectual capabilities through the strong focus on having fun, being proud of their individual achievements and enjoying being together. They are enthusiastically responsive in sessions as they are empowered by the committed staff to take responsibility, actively make decisions about their club and commit whole heartedly to the activities they choose to do in each session. Children are highly motivated as they take responsibility for running projects and competitions, such as designing a skateboard, participating in the fireworks mosaic competition and awarding the prize to the winner of the Halloween picture competition. Their ideas are truly welcomed and valued by staff as they enthusiastically respond to the children's proposals and decide together how to achieve the project. Children's strong relationships with staff foster their good self esteem and confidence as they happily arrive at sessions to be warmly greeted by staff and share their news together.

Children actively participate in well-balanced sessions as the planning of activities and experiences is well thought out and includes extensive choices for each session. They confidently choose from the specialist range of sports and physical education activities; a wide range of creative arts projects; various clubs offering options, such as dance and gymnastics; a variety of group board games and construction sets, access to computers and an extensive range of books and quiet facilities for completing homework. Their sessions are well structured as they join together for the initial group times that promote their sense of being a club member as they give their news, listen with interest to each other and extend their knowledge through a good selection of discussion topics.

Children become totally engrossed in their chosen activities during sessions as they develop their ideas and designs. Their work is valued and praised by staff who take time to discuss and look at in detail. Boys and girls use their good design skills to create dolly pegs in the style of Elvis, a daisy and a pumpkin and chat together about the resources they want to use to create specific results. A group of children spend time preparing their firework mosaic pictures for the competition and create a variety of effects using glitter and cut-out squares. Their work is admired by others coming in from their outdoor sports as all children show interest and appreciation of each other's achievements. Children eagerly choose their choices of sporting and physical education activities as the staff have fostered their keen enjoyment of sport, being team players and their pride in individually achieving specialist skills. Boys and girls join the skilled football coach for a training session and work hard at their target of developing their communication strategies for passing and taking the ball during the game. Younger boys join the cricket coach who skilfully motivates their achievements as they intently practice their over-arm bowling and follow-through skills. Girls enjoy the excitement of a tennis session as they develop their ball control skills. A group of children have great fun in the school hall as they make up their rules for floor ball games. Children go eagerly to play with the new table-top games as the staff actively encourage their skills in finding out how to set up the games and what the rules are. They take the lead and work out how to set up the Ker-Plunk as together with the staff they become totally engrossed in the play, counting up their scores and holding their breath as each member of the group carefully pulls out a straw.

## **Helping children make a positive contribution**

The provision is good.

Children are equally valued as the staff place high importance on encouraging their self esteem, pride in what they can achieve and fostering their self confidence. They value and respect each other as younger and older boys and girls from the host school, neighbouring schools and nurseries team up together and share their play. Younger children are helped by older children as they join together in the activities. Children of all ages are equally enthusiastic as they join together for a game of football or participate in a creative arts activity. They know that it is important to be friendly, kind to each other and look after a child who might appear to be lonely. Children are enthused from the start of the sessions as they enter eagerly, smiling and greeting staff as friends whom they trust and respect. They use their initiative and ideas to readily make their choices of play. Children show good care for their environment as they volunteer to collect up cups, put out the chairs and tidy up their rubbish. They enjoy the company of the Lakes Secondary School Sixth formers who act as volunteers and give excellent support as they contribute to the activities and projects. Their understanding of diversity is fostered as they create Egyptian art work, talk to persons of Chinese origin about their culture and practice writing phrases in Chinese script. Children with a special need or disability are fully included as the club places high importance on meeting their individual needs and enabling them to access activities.

Children are very well behaved as the staff promote their understanding of desired behaviours, provide good group discussion times to reinforce the club's rules and why these are important, and use very effective reward systems and praise. All children, parents and staff sign up to the club's charter and commit to the rules that the children and staff developed together. Children confidently explain why it is important not to run as they might clash with someone and cause an injury. They are highly motivated by the staff's positive approaches to managing behaviour with older children acting very responsibly as they help younger ones to follow the rules. The full involvement of children in running projects and being involved in the club planning meetings results in their valuing of what they have at the club and actively enforcing the rules themselves.

Children's experiences and achievements are shared fully with their parents as the staff place high importance on encouraging parental awareness and involvement. Their quality of care is praised by parents who feel that the club is very supportive to the needs of families, their children make good friends and they receive good detail of information at handovers. Children's care arrangements are shared in detail with their parents as they are given individual copies of the policies and procedures although the complaints' procedure has insufficient detail and a complaints record log is not set up. Their individual needs are discussed with parents and most information is recorded on the registration forms. The quality of children's experiences are known and evaluated by parents as the leader proactively seeks their views through consultation questionnaires and discussions. New starters are warmly welcomed and carefully helped to settle in as the staff and children help them to feel at ease and make friends.

## **Organisation**

The organisation is good.

Children are given good continuity of care as they are cared for by a committed staff team who have been together for a number of years. Their safe care is competently provided for as there are good induction and supervision arrangements for volunteers and students, with all persons having access to children checked for their suitability. They receive a good level of attention and support as favourable staff-to-child ratios are worked to although the recording of staff and children's attendance does not include actual times present. Children enjoy the opportunities offered by the well organised provision as staff have given good thought to ensuring the best use of space and the school's facilities for sport. They delight in the challenges they take up as they access the extensive range of activities and experiences. Children are taught specialist sports such as gymnastics, swimming, hockey and football by qualified coaches although the documentation made available to parents does not include details of the tutors' qualifications, which sports are offered and the associated risk assessments. They are cared for by staff who proactively extend their skills through training and taking further qualifications, such as a coaching qualification in tag rugby.

The quality of children's care and experiences is specified in the documentation made available to parents such as the good mission statement emphasizing outcomes for children such as developing their independence, thirst for fun and finding out about world around them. Information required to meet children's individual needs is in place as staff consult closely with parents and understand the importance of sharing their children's successes and experiences with them.

The good quality of the provision means that overall the club meets the needs of the children who attend.

## **Improvements since the last inspection**

The last Children Act inspection made recommendations that the provider should put in writing the procedure used for swimming pool use and water safety, and include the procedure for lost or uncollected children in the operational plan with copies of both procedures sent to the regulator Ofsted.

The arrangements for children's safe care have been improved as the manager has prepared suitable procedures for lost or uncollected children and shares these with parents. Children's access to swimming has been specified in part in the prepared policy although more detail is needed to give parents fuller information about their children's safe access to the pool.

## **Complaints since the last inspection**

There are no complaints to report.

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 that the arrangements for children's care include the availability of a complaints record and that the complaints policy specifies the procedures for the handling of complaints
- extend the written information about the opportunities provided for children by including details of the specialist activities undertaken and the operating procedures that apply
- enhance the arrangements for children's safe care by recording actual times for staff and children's attendance and updating the wording of the written parental consent for emergency medical treatment and advice.

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](http://www.ofsted.gov.uk)