



O-Zone Out of School Club

Inspection report for early years provision

Unique Reference Number	EY289195
Inspection date	09 December 2005
Inspector	Jacqueline Patricia Walter
Setting Address	The Old School, Vicars Terrace, Allerton Bywater, Castleford, West Yorkshire, WF10 2DJ
Telephone number	01977 519 601
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Registered person	Allerton Bywater Community Partnership
Type of inspection	Childcare
Type of care	Full day 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?

Ozone Out of School Club is registered as a full day care provision. It is run by the Allerton Bywater Community Partnership and provides full day care. It was registered in 2004 and operates from two rooms and a hall in the Allerton Bywater Community Centre, near Castleford in West Yorkshire. A maximum of 20 children may attend the provision at any one time. The provision is open each week day from 07.45 to 18.00 hours all year round, with exception of bank holidays and the week between Christmas and the New Year. The children have access to a secure enclosed outdoor area.

There are currently 46 children aged from 3 to 9 years on roll. Children attend from the local community.

The provision employs three staff. Two of the staff including the manager hold appropriate early years qualifications. One member of staff is working towards a childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because practitioners follow some current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, they follow good procedures such as washing hands and wiping tables before preparing food. There is a qualified first aid staff member available at all times and the first aid kit is appropriately stocked and replenished, which ensures children have access to appropriate first aid treatment at all times. Staff implement a suitable sickness policy which helps to prevent the spread of infection. However, parents and staff are not fully aware of procedures to follow should a child become ill whilst at the setting as there are no formal procedures available. The system for the administration of medication and the recording of accidents is not totally in line with current legislation and therefore does not fully promote children's health. For example, there are systems in place to record what medication is to be given and when it was administered; however, there is no system in place to obtain written permission from parents to administer it and although a copy of the accident record is given to parents the record held by the setting is not signed by them as required.

Children are developing a good understanding of simple good health and hygiene practice. They are familiar with everyday routines such as, washing their hands before meals and older children know why it is important that they do this. They are developing a good understanding about healthy living through staff providing fresh fruit and vegetables for their meals and through participation in themed activities such as, making collages of health foods they can eat. Children are well nourished through effective partnerships between staff and parents in providing healthy and nutritious meals and snacks. For example, staff provide freshly prepared meals such as, chicken casserole and spaghetti bolognese for evening tea with a selection of fruit and biscuits for snack time, and parents provide pack lunches, which are then appropriately stored, for the children's lunchtime. Although staff responsible for the handling of food follow some good practice regarding the preparation of meals, they are not fully aware of regulations regarding the kitchen conforming to environmental health and food safety.

Children have few opportunities to enjoy and develop their gross motor skills. They have access to a good range of resources for use in the outdoor area. For example, there are bikes, scooters, bats, balls and roller boots and there is a secure outdoor play area and a large hall available as part of the setting. However, these areas and resources are not effectively or regularly used as staff do not plan outdoor play or the development of gross motor skills in their curriculum. This means that children have

to rely on the staff's individual understanding of the importance of developing these skills and then providing random opportunities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's welfare is effectively promoted. Staff have good knowledge of signs and symptoms of child abuse and are fully aware of the four areas in which they may present themselves. They are familiar with the procedures to follow if concerns are raised. For example, they know to contact the designated person who in most cases will contact Social Services, and to make and store records confidentially. They are also able to confidently put procedures into practice should the designated person not be available. This ensures children are well protected.

Staff take positive steps inside the setting to minimise risks of accidental injury to children. For example, external doors are kept secure through electronic locking devices and risk assessments are regularly completed for resources, activities and areas that staff consider to have possible dangers. As a result children are able to use all areas safely. Children are developing a good understanding in keeping themselves safe both inside and outside the setting. For example, older children participate in themed topics and activities that promote road safety whilst younger children discuss with staff the implications of making and carrying hot drinks when playing in the role play area. However, children's understanding of keeping themselves safe regarding fire safety is limited as emergency evacuations procedures are not completed with them.

Children are developing a good sense of belonging in the very clean and welcoming accommodation provided. Staff are vigilant in supervising children at all times and ensure children access each room as a group. Most resources are safely organised and there are suitable routines for the cleaning and checking of toys and equipment. As a result children can easily, safely and independently access them.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have warm and friendly relationships with staff and as a result children are happy and settle quickly with ease. Staff listen to and value what the children are saying and younger children are confident in approaching them for help. More able children confidently express their wants and dislikes. For example, they ask for more food at tea time, confidently explaining the reasons why they want and deserve it. Children are developing a good self esteem through staff praising, encouraging and reassuring them. As a result children are proud of their work and are willing to show it to other adults. Staff know the children well and are successful in meeting their individual needs. For example, they know younger children tire more easily during the latter part of the week and ensure periods of rest are provided through quieter activities.

Children are able to use their initiative well in most areas. For example, they are able to easily access and choose resources and equipment and initiate their own activities within the main play room. However, staff often implement routines which do not always encourage independence for the older or more able child. For example, children aged four years and upwards are escorted to and from very close adjoining rooms even though they or anyone else are unable to enter or exit the setting, and staff often routinely give out plates and cups and pour out children's drinks at meal times. This in turn restricts the development of confidence and skills in independence.

Children are acquiring some new knowledge and skills through good interaction by some staff that know and understanding of how children learn. Children use a wide and stimulating range of toys and equipment such as, puzzles, books and role play materials and engage in art and craft activities such as making mobiles from compact discs (CD's). The activities cover most areas of play and are mainly age-appropriate. However, the planning of focussed activities is very basic. It does not list the aims or objectives, it rarely offers guidance for practitioners in promoting children's learning and the children's different ages and abilities are not taken into account. Staff have also just started recording observations of children and intend using these to inform the forthcoming planning. However, their understanding of effective observation is weak. For example, the records do not often note what children know, understand or can do and are often just a record of what activity took place. As a result children's learning is limited, they only ask questions on occasion and more able children spend little time focussed on their activities.

Helping children make a positive contribution

The provision is satisfactory.

Staff value children as individuals and there are effective arrangements in place to care for children with special needs. For example, staff work successfully with parents finding out children's individual requirements and engage one-to-one staff members to support their special needs. As a result children are able to participate safely with all activities. Children are developing a positive attitude and suitable understanding about others, their local community and the wider world through celebrating festivals relating to various cultures. However, the resources that reflect positive images of culture, gender, religions and disabilities are very limited, which limits their understanding. Children are fully involved and are able to make choices and take some decisions. For example, older children are involved in the setting of standards regarding behaviour and safety and younger children were able to choose whether to visit a local library instead of having a story time.

Children are developing a suitable understanding of responsible behaviour and generally well because the staff have clear strategies and are consistent in applying agreed procedures. They are successfully learning to work harmoniously with others through staffs encouragement. For example, older children are encouraged to share out hotdogs fairly during their snack time, and younger children are reminded to take turns when accessing the drinking water dispenser.

Professional and friendly relationships are in place with parents and children benefit from good information sharing on the general information of the setting. For example, an attractive notice board and table keeps them informed on current issue and invites them to participate in children's activities. Staff are fully aware of recent current changes in legislation and have devised and introduced a clear and detailed complaints policy, which ensures concerns on children's care can be effectively raised and addressed. There are appropriate formal and informal systems in place to inform parents of their children's development. For example, a daily diary for the younger children is completed by staff and informal conversations with parents take place at the end of each session regarding the older children. These helps to ensure continuity and consistency in the children's care.

Organisation

The organisation is satisfactory.

The registered person implements appropriate systems regarding the recruitment and vetting of staff, which ensure children are well protected and cared for by staff that have knowledge and understanding of child development. For example, qualifications are checked, interviews and health declarations are completed and staff induction courses are implemented appropriately. However, they are still in the process of updating and implementing new systems regarding criminal record checks on any new staff.

Staff are aware of most of the policies and procedures of the setting. However, some mandatory requirements regarding documentation are not upheld and staff are not fully clear on their individual responsibilities. This in turn has a detrimental impact on children. For example, due to management's confusion as to who has to implement fire drills, no emergency evacuation drills have been completed and children do not know how to help keep themselves safe or how they should evacuate the premises.

The organisation of time on the whole is appropriate and staff spend most of the time working with children. However, it is not always effectively used with the older children in the out of school club. For example, staff spend a lot of time implementing routines such as, queuing to use the toilets and organising children being escorted to the secure adjoining room for meals and snack times. This often results in children generally messing about, getting restless and staff constantly reminding them of appropriate behaviour. Most resources are safely organised so staff and children can easily access them and space is used appropriately but not always creatively. For example, a large hall and dining room remain empty for most of sessions and children's play is restricted to one room.

The provision meets the needs of the range of the children for whom it provides.

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 by request. The complaints record may contain complaints other than those made to Ofsted.

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):

- ensure the kitchen conforms to environmental health and food safety regulations
- develop planning to reflect all areas of development, in particular outdoor and physical play, the aims and objectives of activities and guidance for practitioners to use.
- develop staffs knowledge and understanding of effective observation and recording and use the observations to plan the children's next steps in learning
- ensure all documentation complies with mandatory requirements, with regard to medication consent and signed accident records and ensure that all staff are fully aware and clear on their roles and responsibilities.

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