



## **Cats Clubs (St Marys)**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY285601
<b>Inspection date</b>	11 January 2006
<b>Inspector</b>	Keriann Belcher
<b>Setting Address</b>	St. Marys School, Rockingham Road, Uxbridge, Middlesex, UB8 2UA
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<b>Registered person</b>	Catz Clubs
<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?

Catz After School Club is one of 108 run by Catz Club, a registered charity. It was registered in 2005 and operates from the main hall and has use of the computer room within St Mary's junior school in the London Borough of Hillingdon.

A maximum of 24 children may attend the After School Club at any one time. The After School Club is open each weekday from 15.30 to 17:30 Monday to Thursday and 15:30 to 17:10 on a Friday, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 17 children aged 4 to 8 years on roll. Children only attend from St Mary's school. The club currently supports a number of children with additional needs . The service is open for children up to 11 years.

The club employs three staff. Two staff members, including the manager, hold appropriate early years qualifications and one staff member is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are provided with a substantial snack meal which they enjoy. They are encouraged to be independent and make choices, for example deciding which spread to have on their toast. There are appropriate systems in place to ensure children's health requirements are met and the children are involved in menu planning. The children are encouraged to make healthy choices as a piece of fresh fruit or vegetable is offered in addition to a biscuit.

Children's health is supported appropriately by staff who have adequate knowledge of suitable health and hygiene practises, which are known by the children. For example, washing their hands after using the toilet and before eating.

The school playground provides children with good opportunities to enjoy physical exercise and learn about the importance of a healthy lifestyle as they join in free play, for example, football and skipping.

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

The provision is satisfactory.

Children enjoy the warm and welcoming environment which they feel safe and secure in. They are generally well protected from potential hazards and steps are taken to reduce hazards. For example, toys and equipment is checked for continued safety and suitability. However, staff have a poor awareness of the fire evacuation procedures. A specific fire evacuation plan is not displayed which clearly defines staff roles. Consequently, when the drill was practised staff did not know what to do and children were not confident of what to in the event of a fire.

Children are cared for in a clean, well maintained environment. The large, spacious hall means children can move around safely. They make independent choices in their play, as toys are easily available on the table tops and met the varying needs of all the children. The space is organised and planned effectively allowing the children for more active play and relaxing activities.

Children's welfare is adequately protected, as staff have satisfactory knowledge of child protection issues and procedures to follow in the event of reporting suspected abuse. There is child protection documentation that reflects the play schemes policy.

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

The provision is good.

The children are occupied well and they are interested in their play. They benefit from a positive relationship with all the staff. However, they particularly enjoy individual staff qualities according to the activity and their own personality. For example, a group of boys playing football with a male member of staff or a child who was upset being listened to and comforted by a staff whose personality is quieter.

There are varied activities which are generally planned in advance. However, if the day allows the plan is flexible for children to make their own decisions about their play and learning. For example, the number of children attending was very low, so a child asked if they could go to the computer room and play on the specialised computer programme called "School friend". Staff agreed and said that it was a good idea, which was met with delight by the children, enhancing their self-esteem and sense of ownership in the club.

Children are able to choose from a broad range of activities that enable them to progress in all areas of their development whilst enjoying themselves. For example, children were involved in cooking play dough which encouraged their mathematical thinking, creativity and language. However, one group's did not turn out successfully, this did not upset the children, in fact it added to their enjoyment and sense of fun because they teased the staff member who had assisted them, all laughing together.

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

The provision is good.

Staff have a good understanding of managing children's behaviour sensitively and age appropriately such as, talking to children quietly to resolve disagreements .

The after school scheme has a policy to welcome all children from a variety of backgrounds and abilities. Children are learning how to respect and value each other as the use of any offensive remarks is not acceptable and viewed seriously. Children generally have good relationships with each other. They show kindness and consideration to each other. For example, older children help younger children with independence skills at mealtimes.

Children benefit from the supportive partnership between the play scheme and parents. Staff welcome parents into the setting and there is a flow of two way information. For example, there is notice board with information and there are regular parents newsletters.

## **Organisation**

The organisation is good.

The play leader and staff are suitably qualified to work. However, there is not always at least one member of staff on the premises with a current first aid certificate to

ensure that if a child had an accident or injury the appropriate treatment would be administered. Children benefit from the providers commitment to updating staff's knowledge and understanding of childcare, by encouraging staff to attend training. For example, behaviour management and outdoor games.

The setting has good systems to recruit suitable staff and rigorous induction procedures in place to ensure the children's well being.

Staff are deployed appropriately throughout the hall and playground. The activities are attractively set out in the room before the children arrive, which creates a welcoming and organised environment.

The provision has all the records, policies and procedures which are required for the safe management of the provision and to promote the welfare, care and learning of the children.

The setting does meet the needs of the range of children for whom it provides.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

There have no complaints made to Ofsted since registration.

The provider is required to keep a record of complainant made by parents which they can see on request.

The complainants record may contain complainants 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 at least one staff with a current first aid certificate is on the premises

- ensure the fire drill indicates the role of individual staff members and is held on varied days and times to ensure all staff /children take part

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)