



Gearies Infant School

Inspection report for early years provision

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| Unique Reference Number | EY273891 |
| Inspection date | 26 September 2005 |
| Inspector | Jill Dawn Butler |
| Setting Address | Waremead Road, Gants Hill, Essex, IG2 6TF |
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| Registered person | Nicola Emma Vanner |
| 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The out of school club at Gearies Infant School is one of two out of school care provisions run by the Jules et Lis organisation. It opened under new ownership in 2003 and operates from the main hall and the IT suite. It is situated in a residential area in Gants Hill, Ilford. The club is for children attending Gearies Infant and Junior Schools. A maximum of 16 children from 4 to 8 years may attend the club at any one time, with children up to the age of 11 years also in attendance. The club is open 5 days a week after school from 15.15 to 18.00 hours, during school term times, and all day in school holidays, from 08.30 to 17.30 hours. All children share access to a

secure enclosed play area.

There are currently 36 children aged from 4 to 11 years on roll. The club is able to support children with special educational needs and children who speak English as an additional language.

The club employs six staff including the manager, with four staff working each session. At least half of the staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good personal hygiene through well-planned daily routines. They are able to access toilets independently and know to wash hands after using the toilet, before eating and drinking and not to eat food which has fallen on the floor. The kitchen is hygienic and suitable for the preparation for food and drinks, and tables are wiped clean prior to children eating their snack, which protects them from infection.

Children's differing dietary needs are adhered to, and children get a substantial snack and can have more if they request it. However, food served at snack times does not sufficiently promote healthy eating for children. Sandwiches consist of sweet, processed fillings. Children do not have sufficient opportunities to gain independence in serving themselves and preparing food. Practitioners do not sit with children at snack times, which limits interaction with children to promote aspects of their personal, social and emotional development.

Children enjoy a good range of physical activities which promotes their physical development and contributes to them having a healthy lifestyle. Children use a large indoor hall and outdoors playground, where they are routinely able to run, walk, climb, dance, play with balls, and skip.

Children can expect an appropriate response in the event of an accident or emergency as there are practitioners with first aid qualifications, adequate first aid supplies and emergency contingency plans in place. However, children's confidentiality needs to be maintained in record keeping.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are able to move around safely, freely and independently. Their risk of accidental injury is minimised by the organisation of the environment. Practitioners diligently supervise and maintain children's safety. They demonstrate clear and consistent boundaries which help children learn about safety rules. For example, children learn the reasons why it is necessary to play with balls away from windows,

to keep their shoelaces tied and when to walk and not run. Children are encouraged to take care of their own personal safety, and those of others.

Access to the provision is controlled by effective security measures, ensuring children are protected from unwanted visitors. However, insufficient fire drills prevent children developing knowledge of fire evacuation procedures and what to do in case of fire.

Furniture and outdoor play equipment are robust and enable children to safely undertake differing types of activities. Children can access resources safely, and when undertaking activities and eating their snack they sit comfortably on small chairs and tables.

The manager's insecure knowledge and understanding of child protection procedures doesn't sufficiently protect children in this area. Also weaknesses in staff vetting procedures have not ensured children are sufficiently protected from possible contact with unsuitable adults.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Good use is made of the outdoor playground. Children can gain easy access to this area and enjoy playing outdoors. They promote their physical development by running, climbing, playing with balls and skipping. They enjoy self selected activities, where they can play in pairs or small groups. They also enjoy organised larger group activities, for example, a skipping game. Children can choose to stay indoors if they prefer. Here their options are more limited and not sufficiently challenging. They can participate in arts and crafts, which include drawing and playdough activities. Other available resources are not made routinely available and the programmed weekly timetabled activities do not appear to be happening.

Each day the children spend time in the IT suite. They gain good access to computers with, at most, two children sharing at any one time. Children are computer literate and confidently log on and self select programmes.

In general children are happy and occupied. They enjoy each others' company and share pleasantries. Practitioners facilitate activities well, and respond positively to children's requests, however, they do not engage sufficiently with children, to extend their skills, knowledge and understanding when pursuing activities.

Helping children make a positive contribution

The provision is satisfactory.

Children appear happy on arrival and are able to quickly settle. They enjoy chatting with each other and greeting staff.

Children are from a range of racial and cultural backgrounds. Their individual needs are well met by practitioners, who themselves reflect the local multi-cultural community. Practitioners are able to speak a range of community languages, which

aids communication with some children and parents, although information about children's first language is not routinely gathered. Girls and boys tend to play within same sex groups. They are not sufficiently encouraged to broaden their opportunities and experiences through increased collaboration.

Children are well behaved, and understand and comply with group rules. For example, they await their turn to receive their snack, and they generally share well and play co-operatively. Practitioners act as positive role models and children understand right from wrong through consistent boundaries and age appropriate management of behaviour. Children have good relationships with each other and with the practitioners. Individual contributions are valued and respected, which enhances children's self esteem and self confidence.

Partnerships with parents are satisfactory. Parents receive a comprehensive Parents Handbook which contains all policies and procedures. Verbal dialogues take place at the end of sessions. There is a parents' notice board containing useful information about activities and staffing. However, this doesn't adequately keep parents informed as it isn't located in the area where they normally go.

Organisation

The organisation is inadequate.

The out of school care is run by a private company. The owner oversees operations, recruits staff and provides support and guidance, but is not generally in attendance at sessions. At least half of the practitioners, including the manager, have relevant childcare qualifications. Good ratios are maintained with children, enabling trusting and secure relationships to develop. Generally practitioners are aware of their roles and responsibilities, and a rota identifies daily tasks. The staff group is quite new, but would appear to work well together as a team. There are adequate recording systems in place.

However, there has been a breach in regulations regarding keeping Ofsted informed about adults working on the premises, and there are weaknesses in practice regarding vetting of staff and the keeping of staff records. This means that the setting does not 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 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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- ensure that there are effective procedures in place for checking that staff are suitable to work with children

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

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