



Knavesmire Cool Kids Club

Inspection report for early years provision

Unique Reference Number	EY216711
Inspection date	13 March 2006
Inspector	Jacqueline Patricia Walter
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Registered person	The Committee of Knavesmire Cool Kids Club
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?

Knavesmire Kids Club is a committee run charity provision that provides before- and after-school care and holiday care. It opened in 2001 and operates from a room within Knavesmire Primary School in York, North Yorkshire. A maximum of 21 children may attend the provision at any one time. It is open each week day from 08.00 to 09.00, 11.30 to 14.45 and from 15.00 to 18.00 hours during term time and from 08.00 to 18.00 during school holidays. The children have access to the school playgrounds for outside play.

There are currently 96 children aged from 3 to 11 years on roll. Children attend from

the surrounding areas.

The provision employs eight staff. The manager and four staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Overall children stay healthy because practitioners are active in following some current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, all staff who prepare food have undergone food hygiene training and they follow good procedure, such as washing their hands and the food before they prepare it. There is good sickness policy in place, which has appropriate systems to prevent the spread of infection and ensure children are suitably cared for if they become ill. However, although staff demonstrate good knowledge of the procedures to follow when administering medication and dealing with the recording of accidents, they do not currently record medication that has been self-administered by children and do not ensure that all accident records are signed by parents, which means they are in breach of regulations regarding documentation.

Children have suitable opportunities to enjoy and develop physical skills. They have appropriate access to the school play grounds for outdoor play during fine weather and are able to use a wide selection of outdoor equipment. For example, go-karts, scooters, skate-boards and tennis and hockey sets, which are hired from a local equipment lending service. During holiday care children have further opportunities to develop physical skills as they enjoy visits in and around the local area. For example, they go for walks on the historic walls that surround York and use local amenities, such as the park, which also contributes to their overall good health.

However, during inclement weather children have little space and opportunities to develop their physical skills as they are restricted to the occasional use of a corridor where they play soft ball games only. As a result they engage in small periods of boisterous and sometime inappropriate play, such as chasing each other haphazardly around and under tables and engaging in mock fighting.

Children are well nourished through staff and parents working together and providing healthy food. Staff provide healthy snacks which include different varieties of fruit and vegetables and parents provide pack lunches during full day care, which are then stored appropriately by staff. Various special dietary needs are very successfully met because staff work effectively with parents in collecting and sharing information and arranging for individual requirements to be met. For example, they have quick reference lists that are confidently held but easily available so all staff are fully aware of children's individual needs, likes and dislikes. Children are developing an excellent understanding about healthy living through planned activities, such as 'making their own lunch' day, preparing harvest vegetable soup and baking bread. They are developing appropriate awareness and understanding of good hygiene practice and are familiar with everyday good routines, such as washing their hands before helping

to prepare and eat their snacks.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Overall children are satisfactorily protected from most hazards in the setting and are able to freely and safely access all areas of play and resources. For example, fire exits are kept clear, fire fighting equipment is sited appropriately and regularly checked and staff have recently installed a secure locking and intercom system which allows them ensure welcomed visitors only enter the setting. However, although staff have devised appropriate risk assessments on the premises they are not always implemented. Staff encourage children's understanding and learning in keeping themselves safe through discussing safety issues as they occur. For example, they explain the dangers and inappropriateness of holding each other around the neck when children devise rough and tumble games and discuss with children how to cross a road safely whilst out on visits in the community. As a result children are developing appropriate understanding of safety and why appropriate action needs to be taken.

Children are able to develop a good sense of belonging in this warm, welcoming and stimulating environment. Some equipment and activities are set out before they arrive and other resources are effectively organised, which enables children easy access from low cupboards, draws and toy boxes. This in turn allows children to develop choice and decision making skills and independence in choosing their equipment and in completing activities they are currently working on. Staff ensure equipment is safe for children to use through implementing regular cleaning routines before children are able to use them. However, activities, such as snack time, are not particularly well organised and result in some inappropriate behaviour. For example, children walk around the room whilst eating their food, smaller children are jostled as larger and older children try to access their food and children enter areas, such as the kitchen, which are out of bounds.

All staff have in the last few years completed training in child protection issues. They are knowledgeable and confident in discussing signs and symptoms that may raise concerns and are familiar with the procedures to follow when these concerns are noted. For example, they maintain individual and confidential records on unusual behaviour and share them with parents when appropriate. Staff are confident in following local child protection procedures if line management is not available and have written guidance and contact numbers easily to hand. As a result children's welfare is safeguarded very well.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

There are positive and friendly relationships between staff, children and their peers. Staff listen to and value what the children are saying and know and meet their individual needs well. They engage in good interaction. For example, they use

open-ended questions, which extends the children's learning. Staff actively help children to learn new skills, such as knitting and children encourage and enjoy them taking an active part in table top games alongside them. Children engage in conversations with staff about their interests and experiences throughout the day, which means that they are well supported, confident and secure within the setting.

Most older children are quite self assured and confident in expressing views and feelings with staff. For example, they confidently talk to staff about their likes and make known their needs and requirements at snack time. They are all busy, interested and involved in the activities throughout most of the session and are able to focus and use their initiative well. For example, children involved in a finger knitting activity confidently extend their play by comparing and measure the lengths they had made.

Children acquire new knowledge and skills through a wide and stimulating range of activities and resources, which are age appropriate and meet all areas of play. They engage in art and craft activities, such as leaf printing, knitting and rag mat making and have easy access to several computers and game consoles, construction equipment and small world equipment that helps to develop their imagination. They also have opportunities during holiday care to visit places of interest, such as the Castle Museum and local Art Gallery, which helps gain an understanding of their local environment. Staff ensure children are given the freedom to make their own decisions about what they want to do and are happy to store unfinished work allowing children time to finish their activities in other sessions, which encourages children to gain confidence as they focus and develop understanding. Staff plan more structured activities during holiday care, which are often linked to themes and topics and as a result children have stimulating and varied experiences.

Helping children make a positive contribution

The provision is satisfactory.

Children are able to gain a very good awareness of their local community through good use of local resources and very stimulating activities that promote and reflect positive images. For example, they have opportunities to learn about the local environment through visiting places of interest, such as the Millennium Bridge. They are developing a good understanding regarding the needs of others through local community incentives. For example, they recently enjoyed the benefits of participating in a scheme where pensioners visit and share their experiences and skills. Children have access to a good selection of cultural resources, which are hired from a local service and as a result they participate in very stimulating art and craft activities. For example, children make blankets and rugs that reflect traditional customs and traditions from various countries. They also welcome visitors from different cultures to their setting. For example, an Asian lady that also demonstrates Henna designs visits and talks to them about the Sari's and other clothing that she wears. As a result they gain a very good understanding of the diversity of the wider world.

Children behave well most of the time and are familiar and comply with most safety,

health and care routines. They are encouraged to gain a good understanding of how to manage their own behaviour and are able to make choices in their activities and with the foods that they eat. However, they are not encouraged to share responsibilities for any decisions about the provision, such as devising rules for their safety or their expected behaviour. Staff use appropriate and consistent strategies that encourage positive behaviour and as a result the more able children work harmoniously together and are able to sensibly devise waiting lists to access computer games.

Relationships with parents are professional and friendly. They are made welcome and good information is collected and shared well through information packs and notice boards. This ensures parents are fully aware of information on the setting and the activities that are taking place. Individual information on the children's day is shared verbally at the end of sessions, which ensures consistency and continuity in the children's care. However, staff have yet to implement a key worker system to promote effective communication during holiday care. Staff work effectively with parents and as a result children's individual and special needs are fully taken account of and successfully met.

Organisation

The organisation is satisfactory.

There are some good procedures in place to ensure that some staff are appropriately recruited and have the necessary knowledge and experience to undertake their roles. For example, induction procedures are completed and signed by staff to acknowledge their understanding and appropriate interviews and references are taken up by the registered person. However, the recruitment and vetting procedures do not reflect recent changes in legislation. For example, although all present staff working with the children have all undergone appropriate criminal record checks, there are no systems in place to ensure any new staff other than the registered person and committee members are fully vetted and fit and healthy to work with children.

Staff organise time and resources appropriately and deploy themselves well, which ensures the children are supervised appropriately, fully supported in their play and have room to develop and extend their own learning. Most policies and procedures are organised, easily accessible and work in practice. However, some policies, such as the complaints policy need to be updated and some procedures, such as the risk assessments are not fully implemented.

Staff demonstrate an appropriate regard for the well-being of all children. They show some commitment to improving the quality of the provision. For example, some staff have attended training courses, such as 'Everyone Can Play' and 'Activities for Older Children' and have shared their learning with other staff. The recently appointed committee are also in the process of reviewing, evaluating and improving the provision. For example, they are currently developing the appraisal systems to take into account staff's personal development and are revising all policies to ensure they meet the necessary requirements.

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

Improvements since the last inspection

Since the last inspection staff have taken positive steps to improve children's safety. They now have identified risks to children and devised appropriate actions within their setting although these are not always checked and they have introduced a visitors book, which enables them to monitor and supervise visitors at all times. They have also ensured there is an effective procedure in place for the registration of children, by ensuring that staff monitor parents as they sign children out of the setting and all staff have completed training in child protection to ensure they have appropriate knowledge and understanding of child protection issues.

In addition staff have taken positive steps to promote children's health. They have devised and share with parents a good sickness policy and they have implemented everyday routines, such as ensuring children wash their hands before preparing and eating food to ensure children become familiar with good hygiene practice.

Staff in supervisory roles have developed their knowledge and understanding appropriately in order to meet the minimum requirements for their responsibilities and to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. They have also provided a good selection of resources, such as books, art and craft materials, and stimulating activities that help children become aware of the diversity of the wider world.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1 April 2004.

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.

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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 accidents records are signed by parents at all times and that records are made of all medication administered
- ensure risk assessments are implemented at all times and snack times are appropriately organised to minimise the risk of accidental injury to children
- devise and implement a key worker system during full day care
- extend policies and procedures to reflect recent changes to legislation with particular regard to recruitment, vetting and the complaints procedures.

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