



## **Dean After School Club**

Inspection report for early years provision

<b>Unique Reference Number</b>	317431
<b>Inspection date</b>	09 February 2006
<b>Inspector</b>	Carys Millican
<b>Setting Address</b>	Dean C of E Primary School, Dean, Workington, Cumbria, CA14 4TH
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<b>Registered person</b>	Dean After School Club
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Dean After School Club is run by a management committee. It opened in 1996 and operates from several classrooms within Dean Church of England Voluntary Aid Primary School, in the village of Dean, near Cockermouth, Cumbria. A maximum of 24 children may attend each session at any one time. The after school club is open each weekday from 15.15 – 18.00 during term time and 08.30 – 16:00 during school holidays. Children have access to an outdoor play area.

There are currently 30 children aged from 3 to under 8 years on roll, who attend from within the local area. Children attend up to age 14 years. The club supports children

with special educational needs and children who speak English as an additional language.

The club employs 5 staff. The manager and full-time staff member hold appropriate early years qualifications and one staff member is working towards a qualification. The club is a member of 4children.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health within the setting is fully supported. Staff have a good knowledge of the after school club's health and hygiene procedures. Children stay healthy because they are protected from infection and are well taken care of if they have an accident or become ill. The sick children's policy is in place and record keeping maintained. Children learn simple health and hygiene practices. They are gently reminded to wash hands before sitting at the table for snack and after playing outside. Children are encouraged to see to their own toileting needs and are fully supported by staff if they require help. Children gain confidence and become self-assured as staff encourage independence and self-help skills. They help prepare the snack, carry it in on trays, then help set the table. Children are encouraged to help themselves and pour their own drinks.

Children enjoy the free play and adult-initiated activities available in the spacious surroundings. They benefit from a number of extra curricular activities held within the school. Children learn about healthy living and exercise when taking part in the numerous physical activities on offer. They benefit from a range of indoor activities in the sports hall and daily outdoor activities in the school playground. Photographic displays show children enjoying physical exercise using the climbing frames and swings in the play area. Children enjoy the activities provided and their concentration and interest is maintained throughout the session.

Children enjoy a social occasion at snack time. They learn social skills as staff encourage table manners as they have a drink and snack together. Children begin to understand the benefits of a healthy diet. They choose for themselves from the extensive selection of drinks, fresh fruit and vegetables, cooked meat, cheese, crackers, and yoghurts. Children explain that they only eat biscuits when all the healthy snacks have been eaten. Their dietary needs are recorded and known by staff following discussion with parents. Children can access fresh drinking water throughout the session.

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

The provision is satisfactory.

Children are cared for in a warm, welcoming and well maintained environment. They confidently move around the spacious and well equipped classrooms and help themselves to a range of age appropriate resources and activities. Staff change and

rotate resources each session from a central store; this allows children to use different games and activities, therefore maintaining stimulation and interest. Children with special needs are fully included because of the sensitive adult support and well planned adaptations to the environment, resources and activities.

Children are generally kept safe and secure when playing inside and outdoors. Risks of accidental injury to children are generally minimised because staff check the environment before use; however, written risk assessments are not in place for all the areas used. Operational procedures for the movement of children indoors and using outdoor areas are not maintained. The attendance of children, staff and visitors is recorded. Systems are in place to protect children from un-vetted persons and to prevent them leaving the provision unsupervised.

Children begin to understand how to keep themselves safe. For example, when discussing the fire evacuation procedure the children clearly understand what they must do. The fire fighting equipment is in place and the evacuation procedure is clearly displayed and practised twice a term. Children benefit from a range of physical play activities in the sports hall, playground and attached play area.

Children are cared for by adults who are vetted and have the relevant experience and skills. They are generally kept safe by the documentation and procedures in place; however, the missing child policy is not available and staff are not fully aware of the procedures to follow in child protection matters.

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

The provision is good.

Children are happy and contented. They settle well and enjoy their time at the after school club. They are enthusiastic and self-assured in their play, helping themselves to the interesting and stimulating activities and resources available, which are age appropriate and support their development. Children play games and use magnetic shapes, which light up, to make models. Children are eager to learn and confident to try new experiences. For example, children make colourful patterns using paper doilies and paint. They listen to instruction and enthusiastically join in. Children are well supported. Staff take part in activities outdoors where they play dodge ball and draw round each other using chalk. Staff encourage ownership of the club as children are involved in decision making and develop self-esteem and respect for others. They become aware of their own needs and the needs of others. For example, children are encouraged to play along side each other. Older children look at books with the younger children and help each other at snack time. Children feel a sense of belonging as their art work is displayed and photographs of them at play are mounted on the walls.

Children benefit from close and caring relationships with staff which increase children's sense of trust and helps them develop a strong sense of self. Adult-child interactions are very supportive of communication skills and extend experiences. Children relate well to each other and socialise well, building up good relationships with staff and other children. They begin to distinguish between right and wrong and learn to take turns and share resources. Children decide their own rules and

behaviour management system. Older children learn patience as they help younger children. A flexible approach to planning and a good balance between adult and child-led activities allows children to make choices and decisions and acquire new skills.

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

The provision is satisfactory.

Children and parents are made welcome. Children's individual needs are known and met by staff in discussion with their parents. Their understanding of equality is generally promoted through activities that encourage equal play. Children play harmoniously together and support each other in activities. All children are encouraged to take part in activities, such as, baking and dressing up. Their awareness of diversity is stimulated as they explore their own and others' cultures and traditions when looking at books and during focussed activities, such as, celebrating festivals. Children become aware of the needs of others and their ideas to help encouraged; for example, a 'bring and buy' raised money for children in the tsunami.

Children behave well. They respond to staff's use of appropriate strategies, such as, giving time to listen, praising achievements and providing individual support and comfort. Children enjoy mutually respectful relationships with the staff and each other. They decide their own club rules and suitable behaviour management strategies are used; however, an incident book is not maintained to record any unwanted behaviour during the sessions. Children develop self-esteem and confidence as they voice their opinions and make choices and decisions. Children with special needs integrate well within the group. Equipment and resources are adapted to ensure all children are able to participate fully. Children respect and understand that some children need extra help and willingly support those who do.

Children benefit from the sound relationships developed with parents. Staff make parents welcome and encourage them to take part in activities with their children. Information is shared daily. Parents are happy with the service and the care provided for their children; however, they are not fully aware of the complaints procedure and cannot readily access copies of the club's policies and procedures. Information is displayed on a notice board; however, it is in an area not used by parents, therefore they are unaware of the information contained on it.

### **Organisation**

The organisation is satisfactory.

The registered person uses effective recruitment procedures and appropriately vets and checks staff have suitable qualifications. The induction programme and good teamwork make sure all staff work well together to promote children's health, enjoyment and achievement. The adult-to-child ratio supports children's care, learning and play. Staff and volunteers are experienced; however, they do not undertake additional relevant training to enhance their knowledge and understanding

of key issues to enable continuous improvement and development.

Children are cared for in a well equipped environment. The premises are well organised. Indoor space is laid out to maximise play opportunities for children. Children feel at home and at ease within the environment. This means they are confident to initiate and extend their own play and learning during child-initiated play and flexibly planned activities.

Most documentation, policies and procedures are in place, which enable the smooth running of the after school club and generally promote children's safety and welfare. Information is shared with parents daily; however, they are unable to access written information easily. Children receive a good level of individual attention as the staff-to-child ratios facilitate this. Their individual needs are known and all children are included.

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

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

At the last inspection, the club agreed to review the risk assessment regarding outdoor security to ensure that children cannot leave the area unsupervised. Risk assessments for this area are in place and the procedure for making sure children cannot leave this area unsupervised is seen in practice, therefore improving children's safety within the setting.

It was agreed that training opportunities for furthering staff knowledge of equal opportunities were sought and that play equipment promotes positive images of diversity. Staff have a sound understanding of equal opportunities which is seen in practice. Staff plan activities that include opportunities to look at other cultures. Children are cared for by staff who work with parents to meet children's individual needs and ensure they are included fully in the life of the setting. Opportunities are created that make children aware of their own and other's culture, therefore children's knowledge and understanding of equal opportunities and diversity has improved. Staff attendance on additional training courses has not been addressed and a further recommendation has been made during this inspection.

The club was asked to ensure that parents give written consent for any course of medication that may be necessary. Procedures have since improved ensuring parents give initial permission and countersign any medication administered to their child.

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

There are no complaints made to Ofsted since the last inspection.

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 satisfactory. 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):

- complete operational procedures and written risk assessments for all areas used by children, include the deployment of staff and movement of children between these areas
- make available a written procedure to follow in the event of a child going missing
- maintain an incident book
- ensure the notice board is positioned in an area used by parents, that the policies and procedures are accessible and the complaints procedure clearly displayed
- ensure opportunities are created for staff to access training to enhance their knowledge and understanding of relevant legislation in child protection and other current child care issues.

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