



Castle Carrock Kids Club

Inspection report for early years provision

Unique Reference Number	317426
Inspection date	15 June 2006
Inspector	Carys Millican
Setting Address	Castle Carrock, Brampton, Cumbria, CA8 9LU
Telephone number	01228 670393
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Registered person	Castle Carrock Kids Club
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?

Castle Carrock Kids Club is run by a management committee. It opened in 1995 and operates from premises within Castle Carrock Primary School in the centre of Castle Carrock village. A maximum of 24 children may attend the club at any one time. The breakfast club opens each weekday from 08.00 until 08.50 and the after school club opens from 15.30 until 18.00 during term time only. There is a holiday club provided for children during school holidays from 08.00 until 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 46 children from three to under eight years old on the roll. Children aged up to 11 years old also attend. Children attend for a variety of sessions. The club takes children from Castle Carrock Primary School, which serves the surrounding rural area. The club currently supports a number of children with learning difficulties.

The committee employs 11 members of staff. Of these, six hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is supported by staff that have a sound knowledge of the out of school club's health and hygiene procedures. Staff follow appropriate hygiene practices making sure that tables and worktops are cleaned before preparing snacks. Children learn basic hygiene practices. They wash their hands before eating and follow the good role models set by the staff. Children stay healthy because they are protected from infection and are well taken care of if they have an accident or become ill. Staff hold appropriate first aid certificates and follow the out of school sick children's policy. Documentation is in place to ensure that children are generally protected. Information regarding dietary needs and medical conditions or requirements are sufficiently effective to ensure that children's individual needs are correctly recorded and met.

Children learn about healthy eating and begin to understand the importance of a balanced diet. They are provided with a selection of healthy snacks in the breakfast and after school session's. Children benefit from the social occasion created at snack time. They learn social skills as staff encourage table manners. However, children's independence and the development of self-help skills during snack time is not fully encouraged. Older children do not help to prepare the snack and drinks are poured for them. Children enjoy the milkshake drink at snack time. However, fresh drinking water is not readily assessable to children at all times.

Children enjoy a range of physical activities that contribute to their good health and all-round development. Children enjoy a game of rounders at breakfast club and play football outdoors in the enclosed play area after school. Planning and photographic evidence shows children taking part in a wide variety of physical activities in the holiday club. All children have access to the large adventure playground where they can balance and climb on the apparatus. Children rest according to their needs. Quieter activities are provided for children allowing them to complete homework tasks or read books. Children enjoy sitting on the large scatter cushions in the hall watching the world cup on the television with the staff member.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are generally kept safe and secure when playing indoors and outside. Risks of accidental injury to children are minimised because safety checks are completed each session and risk assessments are in place for most areas. Children use suitable and safe equipment. Staff check toys and equipment before use and outdoor areas are checked before entering. Safety equipment is in place, such as alarm bells on doors, to ensure that children do not leave the premises unsupervised. Although most documents and procedures are in place to maintain children's safety, written permission for children to go on short walks or outings in the village is missing.

Most children understand how and why to keep themselves safe. They explain that they must not climb over the fence in the playground to get the ball because of the power lines. They understand not to leave the yard on their own and that gates should be secure. Children help tidy away equipment at the end of their time outdoors. Most children are aware of what to do in an emergency and explain what to do and where to go. Although the fire evacuation procedure is practiced, the procedure is not displayed. Children attend the holiday club from other schools, therefore their safety may be compromised.

Children are protected by staff who have a satisfactory understanding of the child protection policies and procedures. The child protection statement is in place, however, it requires updating with recent changes. Children are kept safe by the use of suitable collection procedures and the attendance of children, staff and visitors is recorded. There are secure systems in place to protect children from non-vetted persons; for example, the public are not allowed to play in the school playground when it is being used by children attending the club.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the Kid's club. They are happy, contented and enthusiastic. They are self-assured in their play, helping themselves to the activities and resources available, which are age-appropriate and fully support their development and learning. Extensive planning is in place to ensure that children are provided with a full range of activities and play opportunities that encourage their development and maintain their stimulation and interest. Children are eager to take part and confident to help themselves. They enjoy playing with the large chess pieces and floor mat. They enjoy a full range of craft activities. Photographic evidence shows children at play in the breakfast and holiday club and evidence of craft activities are creatively displayed around the room. Children eagerly show off their cook book containing all of the baking activities that they have completed. They sew and knit and create many wall displays. Children develop self-esteem and respect for others. They become aware of their own needs and the needs of others. They share and take turns and learn to be patient as they help the younger children.

Children benefit from the close and caring relationship developed with staff, which increases children's sense of trust and helps them to develop a strong sense of self. Adult-child interactions are supportive of communication skills and extend experiences. Children show interest in what they do. They eagerly describe activities

that they have done in past sessions. Children respond to challenge. They enjoy the interesting topics, such as the great outdoors, the world cup, and pond life. Children relate very well to each other and socialise well. Staff join in activities building up good relationships with the children. They work together to create an obstacle course outdoors then carefully manoeuvre a hockey ball around the cones. Children begin to distinguish between right and wrong as they learn to compromise, share and take turns. They gain confidence and self-esteem through the constant praise that they receive from staff. Children make choices and decisions about their play from the wide range of activities available.

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. An all inclusive environment is promoted as all children take part in activities. Children's awareness of diversity is stimulated as they explore their own and others' cultures and traditions. Children explain how much they enjoyed making the fortune cookies for Chinese new year. They feel a sense of belonging as their work is creatively displayed on walls throughout the setting. Their understanding of equality is promoted through activities that encourage equal play as older and younger children play together and support each other.

Children behave well. They respond well to the staff's behaviour management strategies, such as giving time to listen, praising achievements and providing individual support and comfort. Children begin to distinguish between right and wrong and understand responsible behaviour. Children enjoy mutually respectful relationships with the staff and each other. They develop self-esteem and confidence as they voice their opinions, and make choices and decisions. Equipment and resources are adapted to ensure that all children are able to participate. Children respect and understand that some children need extra help and willingly support those who do.

Children benefit from the sound relationships formed between staff and parents. Information is displayed on a notice-board and shared verbally on a daily basis ensuring that continuity of care is maintained. Policies and procedures are accessible to parents. A complaints procedure and register are maintained, however, they are not displayed. Parents receive written information when registering at the club and are provided with regular newsletters.

Organisation

The organisation is inadequate.

The registered person has not followed the regulatory requirements to inform Ofsted of any changes to the persons in charge. A new manager is in post who has not completed Ofsted's suitable person interview therefore the required suitability checks have not been made. Most committee members have undergone suitability checks and criminal record checks. The recruitment policy is in place and staff records show

the registered person generally has a robust recruitment and vetting procedure in place to ensure that children are well protected. Staff have a sound understanding of child development and work well as a team. The adult-child ratio supports children's care, learning and play. Group sizes and staff deployment contribute to children's health, safety, enjoyment and achievement, and ability to take an active part in the setting.

Children are cared for in a well-equipped environment. The premises are generally well organised. Indoor and outdoor space is laid out to maximise play opportunities for all children. Children access toys and activities easily. They feel at home and at ease within the environment. Staff organise their time sufficiently well to meet the individual needs of the children. All children are included. Children are generally kept safe whilst attending. Attendance registers are maintained for all groups and children are signed in and out in to ensure their safety.

Most documentation, policies and procedures, which enable the smooth running of the breakfast, after school and holiday club, are in place. Information is shared. A folder containing policies and procedures is available on the notice-board. However, not all procedures are clearly displayed or updated with recent changes in legislation.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the registered person agreed to make sure that the premises that children use are secure so that they are unable to leave them unsupervised; that an effective system is in place to manage access to the premises; develop ways to make the physical environment in part of the school hall more welcoming and homely for quieter activities, and make sure that there is evidence regarding minimum levels for qualified staff at every session.

Since the last inspection, children's safety has improved indoors by the use of door alarms fitted onto all inner doors which indicate when someone enters or leaves the room. Children and parents access the premises through the front school entrance, which is kept secure at all times. The environment has been made more welcoming and homely by the introduction of several quieter areas where large and small scatter cushions are used by children. Documentation is in place showing the qualifications of staff members and records show that a minimum of 50% qualified staff are on duty at all times.

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 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 to notify Ofsted of any changes to the registered person or person in charge.

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