



Stoneraise After School Club

Inspection report for early years provision

Unique Reference Number	317456
Inspection date	24 May 2006
Inspector	Carys Millican
Setting Address	Stoneraise School, Stoneraise, Durdar, Carlisle, Cumbria, CA5 7AT
Telephone number	01228 607 803
E-mail	head@cumbria.sch.uk
Registered person	Stoneraise Out of School Group
Type of inspection	Childcare
Type of care	Sessional 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?

Stoneraise Out of School Group (SOSG) is run by a management committee. It was first registered in 1997 and operates from within Stoneraise Primary School set in a rural area near to Carlisle. The group provides wrap around care for children consisting of a before and after school club, sessional nursery care and a summer school for two weeks. Children have use of the foundation stage unit, main hall and library with toilets and kitchen facilities nearby. A maximum of 24 children may attend the breakfast club and after school club at any one time and a maximum of 16 children attend the sessional care at any one time.

The breakfast club is open from 08.00 to 09.00, the sessional care is open from 12.00 to 15.30 and the after school care open from 15.30 to 18.00, Monday to Friday, term time only. The summer school is open from 08.00 to 18.00 for two weeks during the summer holidays. All children share access to the extensive outdoor area which includes the field, adventure playground, hard surface area and seating area.

There are currently 34 children aged from three to eight years on roll. Children aged eight to 11 years also attend and their presence is counted within the maximum registered number. The provision serves children from the immediate urban and extended rural communities. The provision currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The group employs three members of staff. Of these, two hold appropriate early years qualifications. The Group is a member of '4Children'.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is suitably promoted by staff who have a sound knowledge of the setting's health and hygiene procedures. Appropriate health and hygiene routines are followed by staff in the preparation, handling and serving of food. Tables are wiped before meals and areas cleaned after eating. Children learn basic hygiene practices, such as washing hands before eating following the role model set by the staff. Children's welfare and the protection of other children is fully considered by staff following the sick children's policy. Children benefit from secure, close, caring relationships with regular carers. Accident and incident records are maintained, however, the recording methods used do not maintain confidentiality and not all parents have signed to acknowledge the entry.

Children learn about healthy eating and begin to understand the importance of a balanced diet. They are provided with a selection of healthy snacks. Children benefit from the social occasion created at snack time. However, in the after school club, children's independence and development of self-help skills during snack time is not fully encouraged. Children are not encouraged to help prepare snack and staff pour out drinks and hand out the snack. Fresh drinking water is readily assessable to children at all times. Children's dietary needs are met as the staff follow children's individual needs, routines and parental wishes closely.

Children enjoy a range of physical activities which contribute to their good health and all-round development. They access a range of suitable resources that promote their physical development. Young children play outdoors in the enclosed play area, riding on bikes and using the climbing frame and slide. Older children play team games in the main hall. Activities are rotated to enable children to develop different physical skills daily. Children play outdoors with bats and balls and take part in football and netball activities. Children develop a sense of space as they run around and staff support children's natural urges to try new physical feats. Physical play is

encouraged, using a variety of equipment and activities. Children rest according to their needs. Quieter activities are provided for children as they look at books and listen to stories.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, welcoming, safe and secure environment. Safety equipment is in place. Children can confidently move around the spacious rooms and help themselves to a range of easily accessible, age-appropriate resources and activities. Children make independent choices and decisions about their play using safe and suitable equipment. Children develop a sense of belonging. Younger children's art and craft work is creatively displayed and photographs show them enjoying a number of activities. Older children offer suggestions for snack and take ownership by developing their own rules for the breakfast and after school clubs. Staff adapt play areas, such as the role play area, to relate to planned topics and activities. Resources are rotated to maintain stimulation and interest.

Children are kept safe and secure when playing indoors and outside. Risks of accidental injury to children are minimised because staff use risk assessments to reduce potential hazards. Children cannot leave the premises unsupervised and keypads ensure there is no unauthorised access. Children are kept safe when playing outdoors. The school gates are securely locked and staff supervise the children at all times. Children are protected by the health and safety practices and procedures staff follow to help prevent accidents. Daily checks are carried out as staff check the equipment for loose or broken parts. Children begin to learn about what is dangerous and how to keep themselves safe. Fire fighting equipment is in place and the fire evacuation procedure is clearly displayed and practised regularly with the children. Children are kept safe on outings as adult-child ratios are maintained and permission obtained.

Children are protected by staff who have a sound knowledge and understanding of child protection policies and procedures. Most documents to ensure the safety of children are maintained. The child protection policy is in place, however, the procedure to follow in the event of an allegation being made against a member of staff or volunteer is missing. The attendance of children, staff and visitors is recorded and staff ensure that only persons known to them collect the children. The uncollected child policy is in place and although staff are clear about what to do if a child is lost, a written policy is not maintained. Children's safety and well-being is enhanced by the staff's commitment in undertaking additional training.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and contented. They settle well and enjoy their time spent in the foundation stage unit and out of school clubs. Children are enthusiastic and self-assured in their play. They help themselves to the range of activities and

resources available, which generally support their development and learning. Children make sound relationships with adults and other children. They enjoy one to one activities and small group activities. Younger children eagerly explain how the baby ducklings swam in the basin a few hours after hatching and how to see the tadpoles in the tank by using the magnifying glass. Children sit together at snack time, they enjoy playing games and listening to stories. They listen attentively to instructions and understand the routine. Children develop confidence and self-esteem through the interaction, care, love and attention they share with the staff.

The children enjoy a range of indoor and outdoor activities. Regular daily routines are in place, which are flexible to the needs of the children to allow sufficient time to explore and develop ideas. The weekly plans show the focussed and free-play activities for the week. Regular routines enhance children's learning and development and activities adapted to suit children of differing ages. Staff have a sound understanding of child development and this is seen in practice. Children eagerly join in the activities provided and their concentration levels are maintained. The younger children create a hungry caterpillar by sticking several circles together and the older children paint pasta shapes to make a bracelet. Younger children enjoy socialising with the reception children in the foundation stage unit, as they play in the wet area. They enjoy quieter activities, such as looking at books, allowing them to rest during the session. Children enjoy a range of physical play activities. Older children play a range of team games in the school hall and access the large playground and field for outdoor activities such as football and basketball.

Children benefit from close and caring relationships with staff, increasing their sense of trust and helping them develop a strong sense of self. They are treated with value, trust, concern and respect by staff, who have a kind and caring manner. Children benefit from a relaxed atmosphere and welcoming environment. Adult-child interactions are supportive of communication skills and extend experiences. Children relate well to each other and socialise well, as they build up relationships with other children. They begin to distinguish between right and wrong, as they learn to take turns and share resources. A 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's understanding of equality is promoted through activities that encourage equal play. The children are encouraged to play harmoniously together. They share and take turns when using the lap top computers and in small group activities as they play scrabble. Children are familiar with the routine. They help tidy up and explain that it is nearly time for a snack. Children begin to develop sound relationships with each other, as they sit together and share experiences. They form appropriate relationships with the staff who are on hand to help, praise and support the children during the sessions. Children's individual care needs are known and met by staff in discussion with their parents. All children develop an awareness of the wider world around them as they access resources and activities that encourage a positive attitude and non-stereotypical view of society.

The children behave well. They generally respond well to staff's positive strategies, such as giving time to listen, praising achievements and providing individual support and comfort. Children become aware of their own needs and the needs of others. They show a willingness to help tidy away resources and help each other. Children make suitable choices and decisions about their play. Their confidence and self-assurance is encouraged by the staff using positive methods to encourage good behaviour and encouraging children to take a responsibility for their environment.

Children benefit from the satisfactory partnership with parents. Children settle well into the groups supported by the induction arrangements agreed with their parents. Children's individual care needs are discussed and recorded at registration. Parents and children are made welcome. They are happy with the care their child receives and praise the friendliness of the staff caring for their children. Children's activities and learning experiences are shared with parents verbally on collection. There is no information displayed for the parents of the sessional care children in the foundation stage unit. There is limited information available on the notice board in the main school hall for the breakfast and after school clubs. Policies and procedures are not readily accessible for parents. The complaints register is not in place and the complaints procedure has not been updated with recent changes or displayed for parents.

Organisation

The organisation is inadequate.

The registered person does not use effective recruitment procedures or follow the regulatory requirements to inform Ofsted of any changes to the persons in charge. The registered person has failed to inform us of such changes. A robust recruitment and vetting procedure is not in place to ensure children are well protected. The recruitment policy is not in place and suitable person procedures have not been followed. Most staff and committee have undergone suitability checks and criminal record checks. However, the leader of the breakfast club has been employed without a suitable person check and the chairperson details are not registered with Ofsted. Staff members 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. Staff have a sound understanding of child development and take reasonable steps to access additional relevant training in order to update their knowledge and understanding of key issues.

Children are cared for in a well-equipped environment. The premises are well organised and indoor space is laid out to maximise play opportunities for all 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 planned activities. Attendance registers are maintained for all groups and children are signed in and out in to ensure their safety. Staff know the children well and their individual needs are known. All children are included.

Not all documentation, policies and procedures which enable the smooth running of

the sessional care, breakfast and out of school clubs and help promote children's health, safety and welfare are in place. There are weaknesses linked to confidentiality within the recording methods used and several policies and procedures require updating in line with recent legislation. Policies and procedures are not displayed and there is limited information available for parents.

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 provider agreed to; provide more activities and play opportunities so that the children have as much choice as possible, particularly for the younger children; provide a quiet area so that children can rest and relax areas in sessional room available; make the complaints policy clear for parents.

Since the last inspection younger children's access to activities and play opportunities has improved. Children access resources easily from labelled containers and are able to choose for themselves from the activities and equipment available to them in the foundation stage unit. A quiet area is now available where children can sit on cushions and rest and relax whilst reading books or listening to stories.

Although, the complaints procedure is in place, it is not displayed for parents and it has not been updated with recent changes including the maintaining of a complaints register. Therefore an action has been raised at this inspection.

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 for checking that staff are suitable to work with children.
- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint, and keep a record of complaints relating to the national standard including any action taken.
- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters including changes in 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