



Sam's Place After School Club

Inspection report for early years provision

Unique Reference Number	EY222628
Inspection date	19 July 2006
Inspector	Janette Mary White

Setting Address	All Saints Church, Magpie Hall Road, Chatham, Kent, ME4 5NE
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Registered person	All Saints Community Project
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Type of inspection	Childcare
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Type of care	Out of School care
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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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Sam's place Out Of School opened in 2002 and operates from three rooms in a church building. It is situated in the Chatham, Kent. A maximum of thirty children may attend the out of school at any one time. The out of school is open each weekday from 15.15 to 18.15 for 39 weeks of the year.

There are currently 48 children aged from 4 to under 11 years on roll. Children come from a wide catchment area. The out of school currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language. The children are collect from school using a

'walking bus' system.

The out of school employs five staff. Four of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. The experienced adult support and guidance helps children gain an competent understanding of hygiene and a real desire to become increasingly independent in their personal care. Children are aware of good hygiene through planned activities and the daily routine. For example, they know when and why to wash their hands and wipe noses, because staff explain the importance of doing so.

Children explore, test and develop physical control in stimulating daily indoor experiences. Staff have a keen knowledge of each child's interests and development. Their competent understanding means all the children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. For example, children are excited when they use their imagination to make 'dens' or playing games on the computer. There are systems in place to record medication and accidents. Current records contain appropriate information. All children develop a positive attitude to physical exercise. They delight in the challenges of a versatile range of activities, such as 'sports day' or completing art and craft pictures, which they started at school.

Children are encouraged to help themselves to easily accessible drinking water throughout the session. All children enjoy fresh fruit and vegetables. Children are developing their knowledge about healthy eating as they sit together and receive support from staff who encourage them as they eat. They are able to talk about 'good' and 'bad' foods. For example, they know fruit and vegetables are good and sweets and crisps are bad. Regular discussions on healthy foods contribute significantly to children's understanding of a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The out of school group has satisfactory systems for ensuring the safety of children and the premises at all times. Risk assessments are completed prior to each session. There are sound safety practices in place. For example, when collecting children from school they follow the procedures for the 'walking bus'. Children are escorted safely and they wear fluorescent jackets and staff regularly count the children. Staff talk with children about being safe to ensure the ongoing safety of the children at all times. The provider and most staff have a sound understanding of child protection issues and an appropriate knowledge of what action to take if they have concerns

about a child in their care. However, some staff are not fully familiar with all of the procedures. The emergency evacuation procedure has been practised for one session per term. However, there are no systems to ensure all children are present in order to become familiar with fire drill practices. The displays of children's work shows that staff value children's contributions.

Children arrive happily and settle well. They benefit from playing in a spacious organised environment. This allows them to move around and play safely. Staff are well deployed and vigilant, ensuring the safety of the children at all times. There are procedures for the safe arrival and departure of children. Children have easy and safe access to toys and resources appropriate for their age. Toys and resources are carefully selected to ensure they are suitable for children and provide interesting choices for them. There is a good range of toys, furniture and equipment that provide varied opportunities for children to relax or to be active. Staff use the resources to meet the needs of different children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very secure with the staff and have good self esteem. They are confident in initiating their own learning and are enthusiastic and excited by the interesting activities, such as netball, football, art and craft, large scale board games and computers. They are polite and considerate to each other and are learning to take turns and share favourite resources, such as interactive games. Children enjoy being independent as they help themselves to drinks and snacks, such as fruit, tomato and cucumber. They enter the out of school group enthusiastically, are extremely well behaved, very confident, and happy during the time they spend there. They are self-motivated and have helped to devise the group rules. They are stimulated, take turns and cooperate with each other to achieve a common goal. Children are very keen to participate in all activities and select tasks independently. They talk freely about their home and community and are developing a sense of humour. Children are eager, motivated and interested in the activities and resources, and staff capture their interest by asking them questions, and encouraging them to participate in activities which appeal to them.

Children who are new to the out of school group are helped to settle by staff and children who are sensitive towards their individual needs. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Children are extremely well supported through high quality adult-child interactions. Right from the start, staff find out about children's skills, interests and needs and build on this information effectively to help children achieve as much as they can. A flexible approach to planning and an excellent balance between adult and child-led activities allows children to develop at their own pace. Children begin to make sense of the world and express their ideas as they join in a diverse range of exploratory, sensory and problem solving experiences, such as making their own 'den' with the available resources. They work well together. For example, they learn how to operate computer equipment following the guidance of the other children and staff. Their physical skills develop and improve through a wide variety of experiences,

including netball and football.

Helping children make a positive contribution

The provision is good.

There is a policy on equality which promotes anti-discriminatory practice for all children. They have access to varied resources, toys and equipment to stimulate their individual development. All children are welcomed and play a full part in the group because staff value and respect their individuality and the family context for each child. Staff gather information regarding children's background needs, such as their religion and language at home. Children have sufficient opportunities to learn about themselves, each other and the world around them through planned activities. Opportunities are provided through everyday practical or play situations for children with English as an additional language. Parents are offered a good variety of information on the aims and objectives of the group. Staff ensure that all parents know how their children are progressing and they use the information they gather on the children to settle them effectively. The provider has a sound understanding of the policy for parents to make a complaint, but is less familiar with the complaints procedures.

Children with learning difficulties are recognised and supported in the setting. Children receive individual attention and all staff are aware of their needs. The staff encourage children to become involved in play and learning and to develop relationships with other children. They enable individual progress for all children. Children's behaviour is good. Staff effectively support all children in sharing and turn taking. Children have good relationships with members of staff and other children. Staff have high expectations and set consistent boundaries for the children, which helps them learn to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is increased as they respond to gentle reminders to care for their environment, the resources and each other. They develop self assurance and confidence when making choices and seeking help.

Organisation

The organisation is satisfactory.

Most staff, including the manager, are appropriately qualified and vetted, and children are never left alone with unvetted persons. Records identify future planned training events. Staff are inducted and their professional development is addressed during regular appraisals. This means children's care and learning, safety and wellbeing are promoted. Currently there is a system in place to retain Criminal Records Bureau information. Although, the retention of this information does not meet the data protection procedures. Staffing ratios meet with requirements and children have plenty of space to move around and make choices as they play. Toys and resources are organised to encourage safe, easy access for all children.

Policies and procedures contribute to the safe management of the provision and help to promote children's welfare, care and development. Records about individual

children are shared with their parents. Records of attendance show clear arrival and departure times for children and staff. All staff work as part of a team and experience clear leadership from senior members of staff. The documentation is organised and secure. Most of the procedures are understood by staff and used effectively to promote the welfare and development of the children. The lost children procedure is in place and most staff are aware of how this is implemented. Records to enable appropriate care to be delivered are maintained and information is shared with parents on a regular basis. Most recommendations from the previous inspection have either been met or are continuing to be addressed. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The previous inspection highlighted four recommendations to; ensure a written lost children policy is in place; include an awareness of other festivals in the planning of activities; inform parents about child protection procedures and obtain a copy of the Code of Practice for Special Educational Needs.

Since the last inspection; they have a written lost children policy; informed parents about child protection procedures; consider festivals in the planning of activities and obtained a copy of the Code of Practice for Special Educational Needs.

As a result, children's care and wellbeing has been enhanced by the extension and variety of activities.

Complaints since the last inspection

There have been 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 good. The registered person meets the National Standards for under 8s day care and childminding.
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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):

- continue to develop staff's understanding of child protection procedures including allegations of abuse made against a member of staff or a volunteer.
- continue to develop staffs knowledge and understanding of the procedure to be followed in the event of a child being lost.
- ensure the retention of staff's Criminal Records Bureau information meets the data protection procedures.

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