



Salford School Before & After School Club

Inspection report for early years provision

Unique Reference Number	EY313807
Inspection date	30 March 2006
Inspector	Timothy Butcher
Setting Address	Salford C of E School, Claverton Road, Salford, Salford, B&NE Somerset, BS31 3DW
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Registered person	Tiddlers Day Nursery Ltd
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Saltford School Before & After School Club opened in 2005 and runs under the name of 'Chuckles'. It operates from a separate classroom, adjacent toilet facilities and large enclosed play area in the grounds of the primary school in Saltford, Bath and North East Somerset. It is run by Tiddlers Nursery, Saltford. The club is open to all children and serves the local and surrounding area.

The Club opens five days a week during school term times only. Sessions run from 08.00 to 08.55 and 15.00 to 18.00. A maximum of 24 children, aged 5 to under 8

years, may attend the club at any one time. Children aged up to 11 years also use the setting. There are currently 36 children on roll of these, 25 are under 8 years. Four staff work with children and hold a relevant qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are suitably protected from the spread of infection because they are routinely encouraged to follow simple hygiene practices, for example, hand washing. Staff have a satisfactory awareness of food hygiene and follow sensible measures when preparing food and surfaces at snack times. Children have their health promoted because there are suitable procedures in place should a child have an accident and staff have received first aid training.

Children receive a healthy and balanced diet. The setting places a clear emphasis on healthy eating and provides variety and healthy choices for children, including fresh vegetables and fruit. Staff are alerted to individual preferences through the child's records and through a list on display in the kitchen area. Procedures have recently been reviewed and a greater emphasis placed on their consistent use, to prevent mishap. Children can bring their own foodstuffs and refreshment. Water is made readily available, on display and by request.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a reasonably safe environment. There is a safe procedure for the transfer of children from classrooms. Fire detection equipment is in place. Risk of accidental injury to children is minimised because there is a regular monthly assessment of risk undertaken to identify potential hazards and as a result suitable control measures are put in place. However, daily visual checks are not always carried out effectively to identify changes in the environment. For example, at inspection some electric socket covers had been removed and checks failed to identify this. As a result children's safety is potentially undermined. Children are well supervised when taking part in active play. They know to take turns when practising their acrobatic skills on the carpeted and cushioned area, so that they do not have mishaps.

Children benefit from space that is well organised. Activities are separated into different areas with suitable flooring for table top activities, messy play and snack time. The cushions and soft furnishings to one corner are very popular with children who use the area to make dens. They are also able to sit comfortably, for example, to watch a DVD. Other carpeted areas provide adequate floor space for free play activities. The classroom is made more welcoming to children with a bright wall display.

An adequate number of resources are provided to maintain children's interest. They

cover several areas of activity, such as, construction, reading, board games, and these are sufficient in number because the setting makes regular use of a toy library to augment their own toy resources. This does somewhat limit children's choice for instance if they wish to return to play with a particular toy item at a later date and some toy resources are unavailable as they are stored off site. Cut and stick and creative play resources like paint, card, junk modelling and wax crayons are more numerous. Children were heard to comment on the lack of good numbers of felt-tips for colouring.

The welfare of children is safeguarded because all staff have a sound awareness of the signs and symptoms of potential abuse and of procedures to protect children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are warmly welcomed by staff. Although little is put out in readiness for them, children settle quickly on arrival, to find activities they wish to pursue. They relate well to each other in a relaxed and social atmosphere.

Children clearly enjoy the varied creative activities on offer to them. Painting and drawing are very popular and children are free to use the materials to make their own pictures and to choose what they do. Some art and craft activities are planned around a theme, for example, 'spring' and include a series of colouring and painting cut and stick activities. Children proudly ask for their work to put up on the wall. The flowers, insects and eggs, made by children over a number of sessions, build to a colourful collage that is displayed.

Children are engaged in an adequate range of play activities that are, in general, developmentally appropriate. They move freely between the table top activities such as table football and construction and make independent choices about their play. Staff interact well with children and are skilled in supporting them. Children enjoy taking part in role play. They carry on the theme from school of 'castle day', many still dressed in costume. They excitedly enact scenes and add their own ideas, using the soft furnishings and dolls as props. Children are able to be active or to participate in quiet activities if they choose. Children are confident to ask for help where necessary, for example, when attempting home work. Children are kept interested and occupied although the planning of activities both inside and outside is not always inspirational to children.

Helping children make a positive contribution

The provision is satisfactory.

Children are very well behaved. They have a clear understanding of the behaviour expected of them. Several children talked positively about their involvement in making the club's initial 'golden rules' last year. They are polite and treat each other with respect.

Children learn about diversity through everyday play. The setting has some resources to support their practise and some activities are planned to stimulate children's awareness, for example, the making of a paper mache mask to celebrate the Chinese new year. Staff have a satisfactory understanding of equality of opportunities issues. Activities and play opportunities are presented without gender bias and made available to all. All children are treated as individuals and the club has an inclusive approach.

Children benefit from the setting's strong partnership with parents. Parents are consulted and information about children's individual need is shared and recorded. There is good continuity of care as staff also work within the nursery setting. Many children have had some association with the nursery. Parents report that this contributes to the smooth transfer of children from nursery to school and helps children settle. Children also benefit from the clubs close links with the school. Appropriate information is routinely shared, recorded and passed on to parents via the out of school club. Parents comment positively that the out of school club is now run on the school site and as a result the transfer for children at each end of the school day is simpler and potentially safer for children. Parents report positively on the relationships with staff and the care that their children receive.

Organisation

The organisation is satisfactory.

The out of school club has the required documentation. Policies, procedures and other documentation are used effectively to promote the welfare and care of children in most instances. The attendance register does not always clearly record the movement of all staff members and the record when children leave the premises is inconsistent. Some policies and procedures are common to both this setting and the nursery, and are held at the nursery.

Initial and subsequent procedures ensure that parents are fully consulted and the information is consistently recorded. They are kept well informed about their child and have appropriate opportunities each day to share information about their child. Children benefit from the close link with school, from the provision being on the school site and from the close link with the nursery. Children benefit from a committed staff group who are familiar to them.

Resources overall are adequately organised with some additional toy resources made available through loan. However, some toy resources are held at the nursery and this has the effect of limiting choices for children. Space is organised constructively to provide a balanced range of activities that children enjoy. Insufficient time is spent in organising the environment in preparation for children and this includes visual safety checks.

Overall, children are well cared for and they appear settled and content. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints 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. There have been no complaints made to Ofsted since registration.

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):

- ensure that visual safety checks are effective and that identified hazard control measures are always in place
- further develop toy resources to provide greater choice for children and to promote their awareness of diversity
- ensure that attendance registers always clearly record the times of staff attendance and when children leave

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