



(Catz Clubs) Hurst Primary School

Inspection report for early years provision

Unique Reference Number EY282654
Inspection date 03 November 2005
Inspector Susan Jennifer Scott

Setting Address Dorchester Avenue, Bexley, Kent, DA5 3AJ

Telephone number 0208 303 2688

E-mail

Registered person Catz Clubs

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?

Hurst Primary Out of School club is managed by Catz Club. It is located within Hurst Primary School. The setting operates a breakfast club, an after school club and a holiday playscheme.

The club has the use of a group work room, a hall, a dining hall and an IT suite. There is a play ground and a large grassed area for outside activities. Both areas are fully enclosed.

The play scheme will operate on Monday to Friday from 8.30-18.00 during school holidays. The after school club operates from 15.15-18.00, during term-time. The breakfast club will operate from 7.45-9.00 during term-time.

A maximum of 32 children may attend the playscheme at any one time aged 4 to 8 years. Children over the age of 8 years also attend. There are currently 8 children aged from 4 to 8 years on roll, out of a total 37 children who attend the setting. Children come from a wide catchment area, as most of their parents travel to work in and around greater London.

Four members of staff will work with the children. Two members of staff have early years qualifications to NVQ 3. Three members of staff are currently in the process of obtaining appropriate qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children learn about some personal hygiene routines such as washing their hands after visiting the toilet, before preparing and eating food and after playing. Their oral hygiene is not promoted as the toothbrushes provided for their use are not used. This means that children have a limited understanding of a healthy lifestyle.

Staff hold current first aid certificates and are therefore able to administer first aid to children in the event of an accident. Children are protected by the written consent which can be used to request medical advice in an emergency. Children who are infectious do not attend. This prevents the spread of contagious illness and the children's parents are contacted if they are taken ill or if there is a serious accident which ensures appropriate support in an emergency.

Children enjoy the social opportunities at tea times and have good conversations with other children about different foods they like. They sit at the table to eat and drink which encourages them to develop some appropriate habits. Children are provided with some choices, such as which spreads they can have on their bread each day for tea. They eat fruit occasionally but this is not regularly promoted to encourage healthy eating. At breakfast they eat toast, and cereal or yogurts, depending on what is available. Children can request a drink whenever they need one and choose between squash or water at meal times.

Children do not consistently experience a good balance of energetic activity and access to fresh air with times for quieter or less active play. They are not encouraged to understand the need for regular exercise as they do not have frequent or regular access to outside play and fresh air, even though they have been in school all day.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children arrive and have to sit and wait with no activities to engage in while staff prepare the room. This does not encourage them to feel welcome, although when a few have arrived they are able to chat to their friends. Children have access to sufficient space, although the large groups of tables used limit the space for their activities and games in the small hall where they are based. The children have supervised access to an attractive computer suite where they can use computers individually. The large outside play area is risk assessed by staff who supervise the children when they access the grounds to ensure they are kept safe.

Children access a range of safe and suitable toys, resources and equipment. These include items such as, small chairs and tables, computers, books, craft materials, games, and puzzles. Toys and resources are selected to ensure they are suitable. These are cleaned and checked regularly, as well as when they are put away, to ensure there are no broken parts that could harm a child.

Children are kept safe from most hazards in the club and play in a secure environment. A risk assessment of the premises used has been carried out and recorded and steps are taken to minimise hazards. Children cannot access items that could be dangerous such as: socket covers, trailing wires, or cleaning materials. However, there are some areas where equipment is stored that are not appropriate for them to use; such as the hall where chairs and other equipment is stacked. There are appropriate fire precautions in place including alarms and evacuation procedures which are displayed.

Staff have an understanding of the signs and symptoms of abuse and are aware of the procedures to follow if they have concerns about a child. The procedures for vetting staff are completed by Head Office who also keep staff records, though there is not a system to communicate details of these to the setting. This provides safeguards for the welfare of children, as does the public liability insurance.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children have relationships with the staff and other children which are relaxed; they do experience social opportunities enabling them to chat and play with their friends. They are not always fully engaged in the activities because the staff are often involved in 'housekeeping' tasks and do not provide sufficient attention and support. Children are often waiting during routines or activities with little to occupy them. This happens when staff are organising the food for tea, washing up, or accompanying children to wash their hands. Children do experience staff support during some activities in the sessions. For instance, when they access the computers and need help using the programmes, staff provide good support and give one to one attention.

Children experience a limited range of activities. They access some equipment which develops their mathematical thinking, such as jigsaws and games such as dominoes, but there is not a sufficient selection organised for them to choose from. Children benefit from opportunities to develop their physical skills when they play twister, but have inconsistent opportunities to engage in vigorous physical activities after their day at school. Children make paper models of planes but have little challenge or

choices to extend their craft making skills.

Children have access to books and some enjoy helping younger children to write. For example, they help children spell their names on pictures they have made. Staff occasionally ask questions to develop children's language skills during some routines such as circle times and give support to children using the spelling software on the computer.

Children's develop their creative and imaginative skills through activities such as art and crafts, modelling with dough, and colouring, though there few planned activities to challenge and extend these skills. Children are enthusiastic and enjoy the opportunities to participate in planned activities when staff support them, such as icing patterns on their biscuits. This enables children to practise their fine physical skills.

Children enjoy and learn from a range of activities that allow them to explore and use technology. Staff provide good support and encouragement in the sessions when children use a computer each in the I.T. suite. Children also enjoy using the parachute to play games but as this is not organised when there are many children it is not sufficiently interesting.

Children make some choices about the activities they become involved in. They experience limited promotion of choices as information displayed on the programme is very brief and repetitive and therefore does not encourage this. Children are reminded when time is limited so they know how long they have left on the play station.

Children develop their independence by choosing the spreads they want on their bread at tea time and sometimes spreading it themselves. They help themselves to drinks, pouring these from the jugs provided, and take a sense of pride in their skills when they do this well but are restless when they have to wait for staff to do this.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy talking about things that are important to them, such as their family and special events, like bonfire night. The staff acknowledge each child's abilities and interests and encourage them to become involved in activities which are appropriate for them. For example, children are encouraged to build, to draw, to play games or to use the computers. This encourages all the children to participate.

All the children have access to and enjoy some resources that promote equality and reflect positive images such as the books and the posters displayed around the school. Resources used by the club are not sufficiently varied and though children enjoy some activities which celebrate festivals, such as Halloween, these are not varied enough to provide a balanced view of society.

The staff have some experience and understanding of caring for children with special needs. They are aware of how to obtain information and use the internet to research

so that they can support children with particular needs. They are also aware of how to obtain advice and equipment that may be needed should a child have a disability. Children's developmental needs are discussed with the parents and concerns are raised quickly to ensure consistency of care for the child. Children's privacy is respected when intimate care is needed.

Appropriate strategies, according to the age and stage of development, help children understand right from wrong. For example, children are given explanations and reminders of how it feels to be treated unkindly. The children's behaviour is managed in a positive way that ensures they are able to understand how to behave appropriately. For example, they are reminded not to talk while they are eating, and that they must have timed turns on the play station, so that they can share it fairly.

Staff develop a positive partnership with parents that promotes the welfare of the children. Staff welcome parents and discuss children's individual needs with parents. Staff gather all relevant information before children are placed in their care ensuring they can be cared for appropriately. For example, food likes and dislikes, medical conditions, and adults who may collect them are noted on the registration forms.

Parents are kept informed of any concerns about children. Children have settled in well and parents are very satisfied with the service. Parents receive a prospectus informing them about what is available and the aims of the setting. They are asked to provide feedback on the quality of the service on questionnaires. They can access information about the programme and a range of policies and procedures which are in place. With the exception of accident records, information held at the setting is confidential.

Organisation

The organisation is inadequate.

Children benefit from using a variety of defined space and appropriate resources. They do not always experience sufficient variety to ensure they are stimulated and occupied during the sessions after school. Children receive limited adult support to help them feel secure and confident because staff are frequently involved in carrying out housekeeping tasks that prevent them from inter-acting with the children. Children have limited information provided to inform them about the programme and promote their ability to make choices. The setting does not meet the needs of the range of children for whom they provide.

Children benefit from the use of some documentation such as accident and attendance records though the staff are not fully aware of the requirements of legislation, resulting in some inaccurate records. There is no secure system to ensure that the person in charge is aware of staff who may not have checks, so that staff deployment can be organised appropriately. This results in insecure systems to safeguard children's welfare. Staff hold current first aid certificates which ensures children receive appropriate care in an emergency. Records are mostly confidential, they are easily accessible but kept securely. The setting has not informed the registering body of all the changes to staffing that might affect the welfare of the children.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no 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.

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:

- improve staff's knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters such as staff changes
- ensure that activities and routines are organised to offer children support from staff, a variety of choices and keep them stimulated throughout the sessions
- ensure that children experience frequent and regular opportunities to access the outside environment for fresh air and exercise

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