



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 117122

INSPECTION DETAILS

Inspection Date 12/10/2004
Inspector Name Linda Priest

SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care
Setting Name Honicknowle Playscheme, After School Club & Pre-School
Setting Address Honicknowle Youth & Community Centre
Honicknowle Green, Honicknowle
Plymouth
Devon
PL5 3PX

REGISTERED PROVIDER DETAILS

Name Honicknowle Commnet Ltd 3762641 1077457

ORGANISATION DETAILS

Name Honicknowle Commnet Ltd
Address Honicknowle Youth & Community Centre
Honicknowle Green
Plymouth
Devon
PL5 3PX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Honicknowle Play scheme, After School Club and Pre-School operates from the Honicknowle Youth and Community Centre. The building is located within a densely populated local authority housing state, and is close to all the local amenities. Honicknowle Commnet Limited Playcare became managers of the setting a year ago, although there were childcare facilities here for many years prior to this.

There are currently 21 children on roll in the pre-school. This group opens five days a week from 09.30 to 12.00, term time only. The after school club has a similar number of children on roll and opens five days a week from 15.15 to 18:00 hours, term time only. The play scheme has a variable number of children on roll. It operates during most school holidays on Wednesday, Thursday and Friday from 10:00 to 15:00 hours. It is not open during the Christmas holiday.

There is a core staff team of 10, plus regular volunteers. The person in charge of each group is qualified to level three in early years childcare or play work, or they are working towards this level. Other staff hold similar qualifications or are currently on suitable training courses.

Each group is able to support children with special needs.

The setting receives support from the Early Years Development and Childcare Partnership, and is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Honicknowle Play Scheme, After School Club and Pre-school provides satisfactory care for children.

Many suitably qualified staff members contribute to a team who provide a good staff ratio for all the groups in the setting. There is good access to ongoing training to extend staff knowledge and understanding. Adequate information and some written consents are obtained to guide children's care. Most policies and procedures are in place and whilst some are very good, others lack clarity and sufficient information.

The groups are generally well organised, although the recent introduction of younger children in the pre-school has proved challenging. The dilapidated and tired building does not provide a very welcoming or stimulating environment for children. It is not

secure and some safety issues are poorly considered. There is no written risk assessment for the setting.

Good attention is given to meeting children's health needs. The provision of food and drinks at snack time is very good. Children with special needs are well supported to ensure they are fully included. All children are treated with equal respect and diversity is promoted through a broad range of toys and activities. Children's behaviour is satisfactory overall and suitably managed by staff. The very youngest children's behaviour can be distracting at times and pre-school staff are working to manage this more effectively.

Children are provided with a good range of different activities, although some do not always meet the developmental stage of the current pre-school group. Planning to cover all areas of learning has improved, but is hindered by a lack of clear assessment and evaluation processes. Incidental learning opportunities in the pre-school are sometimes missed. Activities are supported by a very large selection of suitable toys, games and equipment.

Good relationships exist between parents, staff and children. Parents receive suitable information about the setting.

What has improved since the last inspection?

Twenty actions were set at the last inspection. Most have been appropriately addressed: parents are provided with information for suitable contents for packed lunch boxes; parents have access to all policies and procedures including the child protection policy, which now includes effective action to take if an allegation is made against a member of staff; a re-written and clear special needs policy; a very good procedure to follow if a child is lost or missing and a suitable complaints policy that includes the contact details for Ofsted.

Medication is now stored securely in locked boxes and in rooms not accessed by children. The medication record systems clearly record administration and parental signatures are obtained before and after medicines are given. Public liability insurance is up to date and clearly displayed in the entrance hall. Registers show the times when children and staff are present in the building. Staff and volunteers files are in place in the office and contain all required information. Fresh drinking water is available at all times, with a good system of individual bottles in place in the pre-school. A good range of resources has been obtained to promote equal opportunity issues and appropriate activities are organised to further promote awareness with children. A barrier is in place to prevent accidents from the television stand. Children are supervised at all times.

The following actions remain outstanding or have not been sufficiently addressed: the premises are not secure and children could leave them unsupervised. The child protection procedure is overly complicated and does not contain a simple procedure for appropriately reporting concerns. There is no written risk assessment for the resources storage area. The planning and provision of a suitable range of activities for the children has improved. It is limited by a lack of assessment to guide the

planning of activities to meet children's stage of development

What is being done well?

- A large selection of suitable toys, games and equipment supports all aspects of care provision. Children are interested and enjoy playing with the toys, including the computer for the pre-school. Older children can access the computer suite after school and in holidays.
- Food provision is very good. A balanced and healthy option is provided for children, for example five different fruits in large quantities at the after school club. The snack café in the pre-school encourages children to access food and drinks when they are ready and develop good physical skills from carefully pouring drinks.
- Special needs provision is good. Children are fully included in all activities. There is good liaison with parents and access to professional support to guide and inform care.
- Equal opportunities is well promoted through a broad range of activities in all groups. Further support for such activities arises from the interesting range of toys, books and games that reflect and promote diversity. All children are welcomed and fully included in the setting.
- There is a good staff ratio in place, particularly in the pre-school where the manager is now additional to the ratio and able to develop and extend planning for early years learning.

What needs to be improved?

- the safety and security of children in the building through written risk assessments, shared with staff, to identify hazards and action taken to minimise risks. This includes: the poor security of the building where children can leave, or adults enter, through unprotected doors (including fire doors); the infrequent practising of fire drills, the very hot temperature of the water in the hand basins used by children, the supervision and monitoring of children and staff by managers in an office behind the stage
- the care of two-year-old children to ensure their needs are fully identified and met
- learning opportunities for children in the pre-school to ensure suitable activities are planned to meet their identified developmental stage of learning, including development of the incidental learning opportunities arising from activities such as the snack café and children's general enjoyment of play
- the physical environment to ensure it is clean, well maintained and welcoming to children
- the child protection policy and procedure to provide clear information and an easy to follow procedure that is shared with parents and staff (including at induction).

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
6	Improve safety in the setting by: conducting a risk assessment of the premises identifying action(s) to be taken to minimize identified risks e.g. manual handling/lifting (children for nappy changing and equipment for storage on the stage), temperature of hot water for hand washing, staff office facilities; and ensuring fire drills are regularly completed.	30/11/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Organise space and resources to effectively meet the needs of the different ages attending the pre-school.
3	Extend the use of assessment and evaluation to support planning for implementing a suitable range of activities for children, which is appropriate to their stage of development and based on the identification of their individual needs.
4	Improve the physical environment of the setting to make it welcoming to children (e.g. extend display areas, repair and maintain internal ceilings and walls to keep the building clean and in good condition).
13	Ensure that the child protection procedure for all the groups in the setting complies with local Area Child Protection Committee (ACPC) procedures, and develop staff's knowledge and understanding of child protection issues.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.