



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN EY266395

INSPECTION DETAILS

Inspection Date	14/09/2004
Inspector Name	Angela Rowley

SETTING DETAILS

Day Care Type	Out of School Day Care
Setting Name	Lowton West Time Out Club
Setting Address	Slag Lane Lowton Warrington Cheshire WA3 2ED

REGISTERED PROVIDER DETAILS

Name	The Committee of Time Out Club Management Committee
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ORGANISATION DETAILS

Name	Time Out Club Management Committee
Address	36 Newlands Drive Lowton Warrington Cheshire WA3 2RJ

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

Time Out Club opened in November 2003. It operates from a designated room and has use of facilities within Lowton West Primary School, which is situated in the Lowton area of Wigan. The club serves families who use the school. There are currently 28 children on roll aged from three to 11 years. The club opens five days a week during term times. Sessions are from 07:30 until 08:45 and 15:10 until 17:45. Two permanent staff are employed to work with the children both of whom hold early years qualifications to NVQ level 3. The group receives support from Wigan Sure Start. They are members of 4 Children.

How good is the Day Care?

Lowton West Time Out Club provides good quality out of school care for children.

The provision is very well organised with a good range of clear recording systems which ensures the safe management of the provision. The relaxed atmosphere enables staff and children to develop informal relationships. They communicate closely to make decisions about the clubs activities so that children enjoy their experiences and feel involved.

The physical environment is well maintained, clean and safe. It is made welcoming for children by displays of their artwork and through the use of soft homely furnishings so that they can relax. However this is sometimes impacted upon by the open aspect of the room shared with children's school teachers. Staff pay good attention to health and safety issues and have helped children learn about healthy eating through activities provided. Clear documentation ensures that staff are aware of procedures to be followed in the event of child protection concerns. There are satisfactory procedures in place to identify and meet special educational needs.

Children receive many valuable opportunities to develop creativity. They enjoy planning crafts and messy activities each week and they make intricate designs. Staff involve children well in making decisions and comments about the activities which develops their confidence and independence. This system ensures that staff are aware of what children like and how to meet their needs. Sufficient consideration has not been given to increasing children's awareness of issues of equal opportunities when planning activities.

Relationships with parents are good due to the staffs professional, well organised

approach and the clear communication systems used to provide information and establish parental views in order to improve practice.

What has improved since the last inspection?

Not applicable.

What is being done well?

- A broad range of activities are provided and children receive many valuable opportunities to develop creativity through crafts. These activities sustain their interests for long periods and as a result they make imaginative representations, explore different media and they return to their creations at the next sessions which indicates their interest and enjoyment. They request 'making things' at suggestion sessions and because they are actively engaged in activities their behaviour is good.
- The environment is relaxed and informal as a result of the calm, warm and friendly interactions. Children approach staff readily to share their news. They laugh and share jokes together and children relax on bean bags to watch favourite films on television. Children enjoy their experiences and many do not want to leave as parents arrive to collect them.
- There are many positive systems used to involve children in the groups operations and they are encouraged to contribute to decision making, which develops their confidence and self esteem. Weekly suggestion meetings, discussion sessions, suggestion box and a comments book are all used effectively to help staff identify children's favourite activities so that they can meet their needs.
- There is a good range of well written policies and procedures which are clear, concise and help keep staff well informed of expected practice. This ensures that the provision is well organised and safely managed.
- Partnerships with parents are good due to effective communication systems. They have access to the groups policies and procedures and are provided with written information about the provision in the form of welcome packs and through the notice board. Questionnaires have been used to establish parents views so that the provision can be continually monitored and reviewed.

What needs to be improved?

- the open access arrangements into another classroom where children's teachers work
- opportunities for children to learn about and experience diversity.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

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

Std	Recommendation
4	Make improvements to the room used to ensure that children have sole use of their environment and can relax and play freely.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

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.