

Smart Kids After School Club (Belmont)

Inspection report for early years provision

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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 provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

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:
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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?

Smart Kids after school club opened in 2006 and operates from one room in Belmont Primary School. It is situated in Erith, Kent. A maximum of 24 children may attend the after school club at any one time. The club is open each weekday from 15.15 to 18.00 during term times only. All children share access to a secure enclosed outdoor play area.

There are currently 62 children aged from four to under 10 years on roll. Children come from a local catchment area. The club currently supports a number of children with learning difficulties and disabilities, and also supports a number of children who speak English as an additional language.

The after school club employs five permanent staff and three bank staff. Of these seven staff, including the manager, hold appropriate early years qualifications, the manager is the only one with a Playwork qualification. There is one member of staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are encouraged to wash their hands after going to the toilet and before eating. Children take themselves independently to the toilets but have to access them via the playground which can be an inconvenience when the weather is inclement. Staff employ good hygiene standards and wash their hands regularly when preparing the food for the children. Antibacterial spray is used for surfaces such as the tables before the children have their tea. Children benefit from appropriate procedures when they are ill because staff will immediately contact parents and ask them to collect the children; appropriate care is given until they arrive. The accident book and medication book are completed with staff and the supervisor signing all entries. Parents are required to sign to acknowledge that they have been informed but there are a few entries without parental signatures. Written parental permission for seeking medical advice and treatment is in place. Children enjoy lots of activities to help promote their physical development such as football and other ball games outdoors as well as indoor group games and exercises.

The children are provided with fresh drinking water or squash which they can help themselves to at any time. Children benefit from clear agreements with parents regarding food, which ensures their dietary or religious requirements are respected. A list is kept in the register of any allergies so that all staff are aware of them. Allergies are also recorded on the children's information sheets. Children are offered healthy choices regarding the food they eat; on the day of the inspection they are given beans on toast with ham, plus satsuma and apple to follow. Drinks are

provided with their meal. The children do not appear to have opportunities for cooking activities or for preparing their own tea.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have use of the dining hall and an outdoor play area which provides them with plenty of space to move around but they sometimes become aimless and are not sufficiently challenged. This improves when staff interact with them and engage their attention. Children find the setting welcoming because of the space available; they are able to move around and extend their play, find space to be in groups with their friends where they can talk or space to be alone. There is nowhere for the children to display their work and take a pride in their achievements. The premises are safe and secure as they are part of the school premises.

Children have access to toys and equipment which are checked regularly for hygiene and safety. Any broken equipment is thrown away unless it can be repaired. Toys are cleaned as and when needed on a daily basis and are wiped with dettol wipes. They conform to safety standards. The furniture and equipment used helps to provide the children with an environment where most equipment is accessible and the furniture is of an appropriate child size.

House rules for the group are displayed on the wall and have been discussed with the children. Children's welfare and safety is promoted through the written emergency evacuation, however it has only been practised with the children once. They are planned to be carried out once a term. Children do not attend every day and could easily miss the practise if it is done on a day when they are not present, so therefore would not know how to keep themselves safe in an emergency situation. Arrival and departure procedures are in place; most children attending come from this school, if children attend from another school they are collected by a member of staff and escorted to the group. When collecting their children parents tap on the kitchen window to alert staff who, after identifying them, open the gate to allow them in. If someone else is collecting the children they are required to advise the group in advance. These are named on the children's information sheet. The school is secure and the children are not able to leave the premises unless they are escorted. The outdoor area is secure and the gates are kept locked when children are present. Hazardous equipment, materials and substances are kept in a locking cupboard away from the children.

There is a written child protection policy in place but it has not been updated to comply with Local Safeguarding Children Board (LSCB) procedures. The manager ensures that all her staff know how to put the procedures in place by ensuring that they have read the policy when they first start and there are always copies available for them to refresh their knowledge. A safeguarding children poster is displayed on the notice board with all the relevant contact numbers. A record of existing injuries and concerns is kept and is discussed with the parents. There are no written procedures in place for what action would need to be taken in the event of

allegations against staff or students/volunteers. The supervisor has the overall responsibility for safeguarding children and would keep the owner informed of any concerns. Three staff have undertaken child protection training but none have undertaken recent Safeguarding Children training.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The staff know and understand the children well. The children admit that they like the staff and they get on well with them. Most children appear to enjoy taking part in the activities on offer but at times they do find it hard to take turns or share and it is left to staff or older children to step in to calm things down. As the children arrive the tables are set up for them with different types of games and equipment. They come in eagerly and noisily but generally settle down to play with some of the resources set out for them. They break into groups of their peers to take part in different activities. They have table top hockey, board games like Snakes and Ladders, Stop the Clock, Gonna Get Yer and Connect 4. They also have access to a computer and have a 10 minute limit then they have to change but they did admit that unless someone reminds them they sometimes have longer, which they thought was great as they all thoroughly enjoy playing the different games. There are daily and weekly activity plans displayed on the wall so that all staff know what they are expected to be providing for the children; these are drawn up by the manager and supervisor. The different types of activities are loosely based on the Foundation Stage and the six areas of learning. Children enjoy social opportunities, they are able to mix with their friends, and they sometimes bring in their own toys or games such as their football cards and spend time swapping them. Physical activity includes outdoor play on the school equipment in the playground plus ball games; the boys especially enjoy football. Group games indoors are organised by the staff. The children show a high level of wellbeing and involvement as they mix and play together, take part in a variety of activities and get on with each other and the staff. Children are encouraged to have fun and enjoy themselves.

Helping children make a positive contribution

The provision is satisfactory.

The after school club is in an area of diversity, there are children from many different backgrounds attending. All children are welcomed equally and are treated according to individual needs. The children look at different festivals and celebrations at the same time as the school which provides continuity. Staff obtain the necessary information to meet the children's individual needs by talking to the parents when the child first starts at the group. Children's records contain all the relevant information for staff to be aware of the children's background.

Resources promoting positive images of the diversity of society are limited; the owner is aware of this and realises that the club's resources need to be improved. Children are all encouraged to take part in all activities so that they get the best from

their time at the club.

The staff have a very positive attitude towards working with children with learning difficulties and disabilities (LDD) and English as an additional language (EAL). These children are welcomed wherever possible and appropriate action is taken to meet their individual needs. The staff work closely with the parents to ensure that these children's individual needs are being met. The owner is the special needs co-ordinator (SENCO) for the club. Training would be provided for staff if it was needed to help meet any extra needs a child may have. Staff would work with other agencies if there was a need to make the best of the child's time at the club.

The house rules are displayed on the notice board. Staff generally manage children's behaviour in a way that promotes their welfare and development. If children misbehave they are spoken to by staff and are asked to apologise to each other. Children commented that they felt the staff were fair with them but they did mention that they shouted a lot. Strategies used are praise and encouragement, working with parents and talking to the children about their behaviour but this is not always consistent. The children can be very excitable and they tend to shout over each other a lot of the time, however to get them to be quiet staff shout even louder over them to get their attention. This is not an acceptable way of dealing with this behaviour and the children do not tend to listen or take any notice.

Children benefit from consistency of care because they are involved in what is provided for them; they were given a questionnaire to complete asking them what they would like from their club and what extra toys and equipment they would like, a 'wish list'. The parents receive written information when their child first starts at the group, it consists of a welcome letter including a contract, information about the group and the policies. These policies and procedures are also displayed on the noticeboard or parents can ask to see them. There is no newsletter for the parents but there is a website which parents can access. The record of complaints is available to be shared with parents. The complaints policy is in place but does not contain all the necessary details of Ofsted. Parents are informed verbally about their child's progress but they can ask for a meeting with staff to discuss their child at any time. Appointments are made termly to talk to parents if they wish to. Parents are extremely happy with the after school club, they described it as 'brilliant', 'fabulous' and 'wonderful'. They felt the staff were very supportive and that their children were happy to come. Children's information records are updated as and when necessary.

Organisation

The organisation is satisfactory.

The manager and all her staff have or are undertaking a relevant childcare qualification. The manager also has a Playwork qualification. Most staff have a First Aid qualification and all staff have a Criminal Records Bureau (CRB) disclosure. The manager is responsible for employing all staff and carries out the interviews with the supervisor. There are vetting procedures in place but these are not rigorous or robust enough. There is a simple appraisal system for all staff in place and staff are

able to access training through Bexley Council. Children's safety, welfare care and learning are promoted by the written policies and procedures which are generally well implemented by the staff. The staff continually risk assess and supervise the children at all times. The manager is aware that Ofsted must be informed in writing of any significant changes.

Children benefit from plenty of space to move around and are able to freely access the toys and resources on offer, all of which are developmentally appropriate and meet the needs of the children attending. The record of attendance is up-to-date and shows clear arrival and departure times of the children. It records when a child is not present but does not give the reason, unless the parent has written a letter of explanation. Staff sign in and out at the beginning and end of each session; records show that there is a minimum of three staff on the premises at all times.

All the required documentation is readily available for inspection. The records are confidential and are stored in a locking box and are kept in the store room. There is a confidentiality policy for staff and parents. The registration certificate is clearly displayed on the notice board. The standard of written information is basic and is not always kept up-to-date such as the safeguarding children policy, the complaints policy or the lost and uncollected children policy.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints about the childcare provision

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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 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):

- review the behaviour management strategies used by the staff when dealing with unacceptable noise levels
- ensure that the vetting procedures for new staff are robust and rigorous
- improve the resources which provide positive images of the diversity of society
- practise the emergency evacuation procedures regularly so that all children know how to keep themselves safe
- provide a written policy regarding the procedures to be followed in the event of a child not being collected
- ensure there is a policy in place for the procedures to be followed in the event of an accusation against a member of staff.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2473) which is available from Ofsted's website:
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