



Chapelfields + District Outta School Club

Inspection report for early years provision

Unique Reference Number	321612
Inspection date	09 October 2006
Inspector	Jacqueline Patricia Walter
Setting Address	Westfield Primary Community School, Askham Lane, York, North Yorkshire, YO24 3HP
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Registered person	Chapelfields + District Outta School Club
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?

Chapelfields and District Outta School Club is a committee run provision. It provides after school and holiday care. It opened in 1985 and operates the after school care from the Key Stage 1 hall and a circle time room, and the holiday care from two rooms within the support centre. All rooms are situated within Westfield Primary Community School, in North Yorkshire. A maximum of 40 children may attend the after school provision and 24 children may attend the holiday club. The club is open each weekday from 15.00 until 18.00 during term time and from 08.00 until 17.30 during school holidays. The children have access to two enclosed outdoor areas.

There are currently 62 children aged from four to 11 years on roll. Children attend from the surrounding areas.

The club employs four staff. All staff including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children stay healthy because practitioners are active in following some current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, staff have a first aid kit, which is stored appropriately, easily available and regularly replenished by the manager, and three out of the four staff who work in the setting are qualified in first aid. This means that children have good access to emergency treatment at any time. Staff are fully aware of and implement a suitable sickness policy, which helps to prevent the spread of infection. Children that have infectious conditions are asked to remain at home and emergency contact numbers are requested, which enables the staff to ask parents to collect their children as soon as possible if they become ill in the setting. However, although staff request information from parents on any medication children require, they do not request written permission from parents for the medication to be administered and they do not have a record keeping system in place to show what has been administered and when. These breaches in regulations mean that children are at risk when taking medication.

Children have suitable opportunities to enjoy and develop physical skills both inside and outside their setting. Those who attend the after school sessions can regularly access a play area that does not immediately adjoin their rooms. Here they enjoy playing football and using the bats, balls and skipping ropes. Children who attend the holiday club sessions have direct access onto an outdoor paved and field area. This allows them independent and easy access to resources, such as the fixed climbing equipment. All children have regular access to indoor equipment, such as a computerised dancing mat, where they enjoy singing and dancing, which in turn encourages their movement and develops coordination.

Children are well nourished through staff providing and preparing healthy and nutritious snacks. Despite the food preparation area being small and restrictive, staff have completed food hygiene training and follow good procedures when preparing the food. For example, they ensure cutting boards are wiped and thoroughly clean and use hygienic hand-gel to ensure their hands are clean. Children's dietary needs are suitable taken account of through written information gathered from parents. They are given a choice of flavoured drinks at both their snack time and later in the session, and children know they can ask for further drinks should they want more. Children learn appropriately about healthy living and eating through staff discussing the healthy food provided and by encouraging them to select healthy options as their snack. For example, cheese, buttered cream crackers and various fruits and raisins are made available on a daily basis. They participate in everyday routines, such as using hygienic hand-gel before eating their meals. As a result, they know what type of food is healthy and why they need to wash their hands.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Overall, children are cared for in a secure and safe environment. Staff take some positive steps inside the setting to minimise the risk of accidental injury and ensure the premises are safe.

For example, external doors are kept locked, visitor records are maintained and staff complete individual safety checks of the premises as they set out the room. However, they have not conducted a risk assessment that identifies all risks to be aware of and as a result the consistency in ensuring the safety of the premises is not effectively upheld. Children are appropriately protected from the risk of fire. They regularly practise the clearly defined evacuation procedure and as a result are confident in knowing what they need to do and how they keep themselves safe.

Staff organise space and resources appropriately. For example, suitable and sufficient floor mats, tables and play equipment are set out before children arrive, allowing them to play and extend their learning appropriately. Good safety routines and procedures are implemented. For example, staff always accompany children to the toilet area if there are visitors within the school grounds, and one member of staff is based in each play area to support the needs of the children. This also ensures the children have safe and independent access to all areas and rooms when required. There are, however, no display facilities available to assist the staff in making a welcoming environment and this in turn can inhibit the children's confidence and sense of belonging.

Staff have appropriate knowledge of child protection. They are aware of possible signs and symptoms in all areas of abuse and are familiar with the procedures to follow if concerns are raised. For example, they are confident in implementing systems, such as recording concerns that are identified and notifying the designated person who deals with all child protection issues. Staff ensure relevant guidance and contact numbers are easily available. This means that children's welfare is appropriately safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are acquiring new knowledge and skills through a wide and stimulating range of toys equipment and activities that meet their needs and cover all areas of learning and play. For example, they are able to explore with construction equipment, participate in board games, read books on an individual basis, and take part in stimulating art and craft activities, such as designing and making tee/shirt motifs. In addition to this, they are able to develop a good understanding of their local community through trips to the local cinema, bowling facility and park.

Children are involved and interested in their activities. They are confident and familiar with the routines of the setting and as a result settle quickly and well. Staff set out and rotate resources in the main hall, which stimulates the children and encourages their independence and decision making skills. They plan and provide more adult-led activities in a quieter room, which helps children to focus and extend their learning. For example, children experiment with sound and explore the volume their musical instruments can make.

Children have positive, friendly relationships with their peers and with adults. They are confident in approaching staff when expressing their wishes and in asking for help. They play well together in small groups, for example, they enjoy taking turns in using their imaginations when playing with action figures and other small world equipment. Staff interact well with the children. They

are interested in them, they actively play at their level, and listen and act upon what they say or ask. As a result, children are happy and confident within the setting.

Helping children make a positive contribution

The provision is inadequate.

There are professional and friendly relationships in place with parents. Information on children's development is shared appropriately through daily discussion and staff work appropriately with parents and collect suitable information, which enables the children's individual needs to be successfully met. Information on the setting is appropriately shared, which helps to ensure consistency and clarity in children's overall care. For example, there is a policy and procedures file, and certificates of training and registration are available at all times. Staff also display general notices on the door to inform parents of any specific events. Although parents are informed of some of the procedures to follow should they wish to make a complaint, staff are in breach of regulations as there are no systems in place to detail the investigations that take place, or the outcome of any investigation.

Children are gaining suitable knowledge and understanding of the diversity of the world through a small selection of resources and activities that promote positive images, such as cultural dolls, puzzles and books. They are able to spend occasional time with a disabled volunteer staff member, and as a result are learning to understand and value other people. Children are also able to participate in planned art and craft activities that promote awareness and reflect various cultures. For example, they had opportunities to write their name in Chinese as part of the Chinese New Year celebrations.

Children behave very well and are developing a good understanding in taking turns in both large and small groups. For example, when sharing equipment in a group music activity or when individually taking turns on the computer. They receive good support in understanding responsible behaviour through the staff using consistent and age appropriate methods. For example, staff are effective role models at all times and involve the children in devising the rules and expected behaviour. As a result, children are courteous and polite and know what is the expected behaviour.

Organisation

The organisation is inadequate.

Procedures which ensure that staff are appropriately recruited and vetted do not currently reflect requirements in childcare legislation. For example, although all present staff have all undergone appropriate criminal record checks, there are no systems in place to ensure any new staff, other than the registered committee and the manager, are fully vetted, fit and healthy, suitable for the position they hold and fully aware of their responsibilities.

Adult-child ratios are consistently upheld and the staffs knowledge and understanding of child development is good. For example, all staff are qualified to at least a Level 2 qualification in play work. They therefore have secure knowledge and understanding of good quality childcare and play, and are able to fully support and promote children in developing to their potential.

Space and resources are appropriately organised and time is effectively used. For example, staff are deployed effectively in all areas of the provision and are fully aware of their roles and responsibilities. This results in a smooth changeover in both the children's activities and in their routines. As a result, children are busy at all times and fully supported in their play.

Most policies and procedures work in practice, although there are weaknesses when promoting children's health and safety. Almost all of the required documentation is maintained appropriately, organised and easily accessible. However, the record of attendance for both staff and the children does not show the hours of attendance, which is a requirement of the National Standards.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the registered person was asked to develop the special needs policy to include procedures for toileting, and to ensure children's records contained relevant information on any dietary requirements or food allergies. The staff have successfully ensured there are appropriate systems in place to take account of children's individual needs by extending the registration forms to now include information on dietary needs and allergies. They have also ensured appropriate facilities are made available regarding toileting for any children with disabilities or learning difficulties.

Complaints since the last inspection

Since the last inspection 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:

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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:

- obtain written permission from parents to administer medication and ensure records are kept of any medication that is administered

- ensure all required documentation is upheld and maintained appropriately
- devise and implement a robust vetting and recruitment procedure.

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 *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk