

Penny's Club at Harwood Meadows

Inspection report for early years provision

Unique Reference Number	EY300751
Inspection date	10 May 2007
Inspector	Ann Bamford
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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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Penny's Club at Harwood Meadows Out Of School Service was registered in January 2005 but has been established for a number of years, previously operating out of different premises under a different name but with the same registered provider. The provision is sited in a number of rooms in Harwood Meadows County Primary School. Roadside parking is available outside the school. The setting collects from three other local primary schools, St Maxentious, Hardy Mill and St. Brendan's.

Children have access to the community room, the large school hall, the school library and a cosy room. In addition, children have access to suitable toilet and hand washing facilities and to the school playground and field for outdoor activities.

There is a staffing group of five full-time staff and a pool of part-time staff. The manager is suitably qualified and experienced and holds a Level 3 in Play work and is currently studying for the Level 4 award. Of the four remaining staff, two staff hold Level 3 awards and two hold Level 2 awards. One staff member is unqualified but is a registered childminder.

The provision offers out of school care from approximately 07.30 to 09.00 and from 15.30 to 17.45 during term time. The provision also offers a holiday play scheme. At the time of inspection there were 89 children on the register.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is very effectively maintained in the setting. Staff and children use highly effective hygiene routines to ensure that mealtimes do not risk any cross infection. Children are developing enhanced skills and knowledge in serving food safely as they join in setting up and clearing after meals. Because children have a good understanding about hygiene they consistently wash their hands after using the toilet without any reminders from staff. Children's continued good health is safeguarded very well in the setting as staff gather health information from parents efficiently and use this to provide care. Children with allergies or other additional needs have them met effectively, but without fuss, as information is very effectively used to inform the practise in the setting. A child's allergy to a specific foodstuff or a parental request for food to be eaten in a specific order quickly becomes part of the daily routine.

Children's physical skill and well-being is significantly enhanced as they have daily opportunities to enjoy outdoor play. Staff encourage children to take part in exercise and their skilful discussions with children about the affects of food and exercise on the body enhances children's understanding of how to look after their health.

Children's dietary likes and needs are met effectively through the settings healthy eating policy. The involvement of children in planning menus and organisation of the setting through the children's meetings ensures that children will engage in changes such as the introduction of new ideas, for example, the introduction of less cake and more fruit. This improves their capacity to monitor their own good health.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's safety is guaranteed as staff make very effective use of risk assessments and routine checks to ensure that the environment remains safe. All staff enthusiastically contribute to developing, implementing and monitoring the risk assessments. This means that staff identify and reduce risks very effectively for children. Children are developing an excellent awareness of how to keep themselves safe. They know that they have responsibilities for checking equipment and do so carefully and responsibly. Younger children follow routines which enhance their skills in keeping safe as they wait without prompting as they go through the gate to school. Children can confidently describe where they can play safely. All children are skilfully assisted to choose equipment which they check confidently for themselves before use. The wide variety of equipment, such as games and building toys, enhances children's ability to choose their own equipment against their individual ability.

Children are kept very safe on outings as the staff make very effective use of the written policy and procedures. This ensures that risk assessments are always effectively undertaken and staff ratios are increased. There is a clear procedure for transporting children and the regular maintenance of vehicles ensures that children remain very safe. Practitioners use of set routines for travelling in the vehicles, such as selecting and agreeing where children sit when taking

children to school, enable children to develop excellent strategies for travelling safely. Children understand and can confidently explain the good safety procedures for travel.

All staff have an understanding of their role in the protection of children. This ensures that children are very safe in the provision at all times. The high level of staff confidence in how to act in the event of an allegation about an adult ensures that children are fully safe whilst being cared for.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy all their time spent at the out of school club. Children achieve very well because the staff are highly skilled in the use of the play work principles, together with the knowledge of what individual children like to do. This means that children enjoy an exciting, well-planned play environment. Children participate enthusiastically and develop new skills in games and activities, such as making cone fairies. Children's reading skills are fostered effectively as the staff in the club take responsibility to ensure reading books are taken from school and reach home.

Children make excellent progress as a result of the adult's reviews of what that child can already do; the involvement of parents in planning activities to select for their child enhances this. The records kept of children's work encourage children's pride in their own learning.

Children are developing very positive attitudes to learning. The use of effective routines and the encouragement for children to sit comfortably and discuss the days events help children recall what they have learned that day. Good quality interaction between the adults and children encourages children to develop concentration skills and a desire to learn. Children learn new play skills effectively as staff play outside with children. Skilful help to individual children helps them develop the skills to apply glue to a complicated fairy structure or manipulate a bat to hit a ball.

Children are developing strong communication skills as they share experiences in snack and breakfast time. They talk to the group appearing to enjoy the experience. This helps develop warm and caring relationships with each other.

Helping children make a positive contribution

The provision is good.

Children are developing some awareness of the wider world as they have constant access to toys and equipment which celebrate the difference in language and culture. However, although written plans show celebration and acknowledgement of celebrations, this range is limited. This impacts on children's knowledge and understanding of the wider world.

Staff are well trained in caring for children with additional needs. This ensures that children who do have specific needs are fully integrated into the setting and have their individual needs met whilst having the same access to activities as all other children.

Children's behaviour is good as they are fully involved in making decisions throughout their time spent in the setting. They frequently make choices about how to act and are encouraged to be actively involved in decisions about when they will play out or change activities. Children are developing a strong understanding of their own needs and those of others as they play

collaboratively together. Older children are confident in their ability to assist younger children, for example, to put coats on together. This creates a warm and supportive atmosphere for all children to develop new skills.

Partnership with parents is good as parents are involved with the development of the service. They are given opportunities to respond to questionnaires about the service, are part of the planning for the child's entry into the setting and receive good quality information about how care is offered. Parents are given verbal feedback on how their child is progressing whilst being cared for. Staff talk to parents regularly on a face to face basis as well as on the telephone. The setting has begun to share all records with parents, but does not yet share all incident records. Parents speak highly of staff commitment. This creates an environment where children have their individual needs met in an efficient manner.

The setting has a clear process for seeking parents' views and taking any issues raised seriously. Parents spoken to during the inspection were confident that the setting sought their views and took action on any issues raised.

Organisation

The organisation is good.

Children are kept very safe as adults are fully vetted and have appropriate experience and qualifications. The setting makes effective use of staff training plans, staff meetings and appraisals to ensure that staff develop their skills in caring for children throughout their time employed in the club.

Staff organise the environment and toys and other resources effectively to provide care so that children enjoy and look forward to attending. Policies and procedure are used very well by staff in the setting to meet children's needs. The staff work successfully as a team to meet children's needs effectively because they have a shared understanding of good practice. Staff use their time resourcefully and spend it playing and talking to children, enhancing the children's feeling of belonging and being valued.

The required documentation is in place, used well by staff and supports safe care of children.

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

Improvements since the last inspection

At the last inspection it was recommended that the setting ensure that all medication records were countersigned by parents; that there was a fully accurate record of times of arrival and departure of children; and that there were fully effective procedures in place for collection of children. Since that time the setting has revised its system of medication records and all records now feature a parental countersignature to acknowledge administration. The attendance record now shows accurate time of arrival and departure for all children and staff. In addition, the setting has revised the way staff collect children from school. Children now walk with adults through each part of the journey from the classroom to the club. Each of these actions has increased the safe care of children.

Complaints since the last inspection

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 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 good. 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):

- continue to develop the settings policy and procedures for promoting equality of opportunity with regard to resources and activities
- continue to develop the process for sharing all written records with parents

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