

# Morton Vikings

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY340208
<b>Inspection date</b>	18 July 2007
<b>Inspector</b>	Susan Hoult
<b>Setting Address</b>	Morton Trentside CP School, Crooked Billet Street, Morton, Gainsborough, Lincolnshire, DN21 3AH
<b>Telephone number</b>	07748179607
<b>E-mail</b>	lorrainedavies@mortontrentside.lincs.sch.uk
<b>Registered person</b>	Morton Vikings
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://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?

Morton Vikings was registered in 2006 and operates from Morton Trentside County Primary School, Gainsborough, Lincolnshire. The setting offers out of school care to children from the local community. It opens 10 sessions a week, term time only, from 08.00 to 09.00 and from 15:30 to 17:30. Children attend for a variety of sessions. The setting is registered to care for 16 children aged three to under eight years. There are currently 70 children on roll of whom 40 are aged under eight years. The setting currently supports children with learning difficulties and/ or disabilities.

There are three staff working with the children regularly. Of these, two have appropriate qualifications and one is working towards a qualification. The setting receives support from Children's Links and Sure Start.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's health is promoted well by staff who follow the setting's health and sick children policies and procedures. Good routines are in place to keep the premises clean and help children develop good personal hygiene habits and understand the reasons for them. For example, children understand that it is important to wash their hands before eating and after using the toilet as they may have germs on them. Staff ensure parents know which illnesses will prevent children from attending to help prevent the spread of infection. There is always at least one member of staff present who has a current first aid certificate so that any accidents are dealt with effectively. Staff access suitable training as necessary to administer any specialised medication.

Fresh air and exercise is encouraged after school as long as the weather is suitable in the school grounds. Whenever possible, if the weather is inclement the school hall is used for large physical play. Children enjoy a variety of activities that help develop their large muscle skills, body control and hand to eye co-ordination. For example, children have great fun playing ball and badminton together and using a small basketball net. Several children energetically use skipping ropes, one child practices walking on 'flowerpot' stilts whilst others play a bat and ball game with a member of staff.

Staff and parents share information to meet children's dietary and health needs effectively. Any allergies a child may have are recorded and staff ensure that these are taken into account fully when organising activities and meals. Children gain a good understanding of healthy eating through activities and discussion. The regular staff have attended food hygiene training and ensure that breakfast and snacks after school promote healthy eating. After school for instance, children choose whether to have toast or macaroni cheese and then enjoy a selection of fruit. Water is available for children to help themselves to ensure that they do not become thirsty.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe and secure environment where there are effective procedures in place to prevent unauthorised access to the setting. Parents ring a bell to alert staff to their presence. The risk of accidental injury to children is minimised through staff's conscientious checking routines and the use of risk assessments. Children use an increasing range of clean, stimulating and developmentally appropriate toys and equipment. Daily routines, regular fire drills and staff gently reinforcing safe practices, such as reminding a child not to run around a table in case they trip, help consolidate children's understanding of taking responsibility for their personal safety. A selection of cushions create an inviting area where children can rest, chat to their friends or look at books as they wish. An area of the room is made available as needed when children choose to do homework.

Children are safeguarded because staff have a good understanding of child protection procedures and know how to put these into place should they have concerns about the welfare of a child in their care.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy meeting with friends in a welcoming environment where staff work hard to create a friendly atmosphere where children can relax before and after school although they are still on the school premises. Children are happy, enthusiastic, self-assured and enjoy good relationships with the staff and each other. Staff plan themes and related activities to capture children's interest and enable them to develop their skills and learning. Children particularly enjoy baking and craft activities and are proud of the bumble bees they make from polystyrene plates, yellow and black card, greaseproof paper and googly eyes.

Children often play a part in planning sessions by requesting specific activities and resources. They benefit from being able to organise their own time. For example, a group of children dress up as pirates and this develops into an imaginative game about a treasure island. One child creates a wedding veil using a piece of 'chiffon' material whilst others create a train track. The staff support the children well encouraging them to extend their learning by challenging them appropriately. Meal and snack times are social occasions where children and staff sit together and chat happily amongst themselves.

## **Helping children make a positive contribution**

The provision is good.

All children are happy in the setting and form good relationships with the staff who know them well, valuing and respecting them as individuals. This helps raise children's confidence and self-esteem, enabling them to make positive choices and decisions. Staff gather information from parents about their children to enable them to meet their needs effectively. Children enjoy activities, look at books and play with resources that help them understand their own and differing cultures and develop respect for all members of the community and the wider world. For example, children create a variety of skin tones by mixing paints to use on their 'Around the World' display.

Staff use a positive approach to behaviour management creating a calm happy atmosphere where children behave well and are polite. On-going praise, encouragement and explanation are used effectively. Children of all ages play well together and understand the rationale of taking turns when using the electronic games console for instance.

Children benefit from the positive, friendly relationships staff have with parents as this helps create a relaxing, trusting atmosphere. Parents speak highly of the staff, the service provided and say how much their children enjoy attending. A leaflet about the setting, policies being readily accessible and regular newsletters help keep parents informed about the setting.

## **Organisation**

The organisation is good.

Children's care is enhanced by the staff who have a high regard for the well-being of all children and work hard to create an environment that is welcoming. The setting has clear aims and objectives with policies and procedures reflecting the good practice that is in place. Children's records are up to date, stored confidentially and are shared with parents to ensure continuity of care.

Equality of opportunity and an inclusive environment is promoted well by the manager and her staff. The staff team's enthusiasm and good role modelling helps create a positive, happy atmosphere for children. Effective recruitment and vetting procedures, daily informal staff meetings, staff attending regular committee meetings and training ensure that children are well protected and are cared for by staff who are enthusiastic, knowledgeable and consistent in their approach.

Overall children's needs are met.

### **Improvements since the last inspection**

Not applicable

### **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):

- ensure when recording accidents that there is always sufficient detail and children's full names are used.

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](http://www.ofsted.gov.uk)