

# Golden Opportunities Childcare Service, Bowmansgreen Primary School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY346785
<b>Inspection date</b>	16 July 2007
<b>Inspector</b>	Jane Mount
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<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Golden Opportunities After School Club and Holiday playscheme was registered in January 2007. It takes place at Bowmansgreen Primary School, London Colney and operates from the school dining room. The club also has use of some of the associated facilities including a portacabin, the kitchen, toilets and some storage facilities and timetabled use of the school hall. The outside facilities include the school playground and playing fields which are fully secure.

The club is registered for 24 children from four years to under eight years and children that attend are aged between rising five years and 11 years. There are currently 29 children on roll. The club opens Monday to Friday from 15:00 to 18:00, during term time and Monday to Friday from 08:00 to 18:00 during the school holidays. Children attend a variety of sessions on a regular or occasional basis and come from London Colney and surrounding area. The setting is able support children with learning difficulties and/or disabilities and children who have English as an additional language.

Three staff currently work at the club, two of whom hold early years childcare qualifications and have relevant skills and experience to care for children.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children benefit from being cared for in an environment where the risk of cross-infection is minimised because staff implement clear and effective health and hygiene procedures. For example, staff ensure the tables are clean before and after children have their tea. Also, staff wash their hands before preparing or handling food. Children understand simple health and hygiene routines and generally know they must always wash their hands after visiting the toilet. Staff give priority to ensuring their first aid training is updated and a fully stocked first aid kit is always available in case of an accident. Appropriate documentation to record accidents and medication are in place. However, procedures for obtaining parental signatures following an accident or if medication is administered are not consistent which means that potentially children's health is not fully protected.

Children have regular opportunities to take part in a varied range of activities and play opportunities to develop their physical skills and to promote a positive attitude towards exercise. For example, children enjoy regular opportunities to participate in physical exercise when playing team games in the school playground or visiting the local children's park where they can run and climb. Inside, they develop good hand to eye co-ordination when playing 'Swing ball' and enjoy walking on small stilts which develops their balancing skills. Children have opportunities to rest and relax with a quiet area available with large floor cushions where they enjoy sitting and chatting with friends or sometimes watching a favourite DVD.

Children's nutritional needs are met well. Healthy eating is promoted and children have generally healthy choices with fruit and vegetables always given as part of the menu. For example, at tea time the children keenly ate cherries and apple slices followed by sandwiches with a choice of fillings. Savoury biscuits, pop corn or crisps were also available which the children enjoyed. Children's independence skills are promoted as they actively participate in making their own sandwiches and pouring their own drinks. Mealtimes are used as a time for social interaction and sharing with staff sitting and talking with children while they eat. Children's dietary needs are met well and their health protected with effective recording systems in place for children with special dietary requirements. Children are encouraged to drink water and always have access to water with a jug and cups easily accessible throughout the session so they can pour their own drinks.

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

The provision is satisfactory.

Children's risk of accidental injury is minimised because staff visually check and monitor the environment to ensure it is safe and secure. A written risk assessment is also completed on a regular basis to show how children are safeguarded. It includes all areas used by the children, resources they use and some activities they may participate in. Staff have a sound knowledge of health and safety procedures and appropriate safety precautions are in place. For example, supervising entry to the club is well managed by staff which ensures no unauthorised persons can gain access and consequently children's safety and welfare are protected. Also, staff are deployed well with effective procedures in place when children visit the toilets to ensure they remain safe and do not leave the premises unsupervised.

Children are learning how to keep themselves and others safe because staff raise children's awareness to potential hazards. For example, regular fire practises encourage children to learn about the importance of knowing and following procedures which are designed to keep them safe in an emergency. Also, when visiting the local library or going to the park children learn how to stay safe with clear rules they must follow when walking together in a group. This includes talking about the potential dangers of the road and road safety. Children have access to a satisfactory range of safe resources which are developmentally appropriate for the ages of the children who attend the club. Resources help to create an accessible environment and staff oversee the activities and offer support as needed. Children's welfare is safeguarded. A policy is in place and staff are in the process of updating their knowledge of child protection through attending a course. Staff understand their responsibilities and know the correct recording and reporting procedures to follow if they had a concern.

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

The provision is good.

Children are happy and settled within their environment. They make positive relationships with adults and other children which develops their self-esteem and allows them to confidently access the play and learning experiences available. There is a flexible planned activity programme available with children's interests taken into consideration. Children are able to take part in a varied range of appropriate activities and play opportunities. They are given choice and staff focus on children's individual interests and preferences. Their individual needs are being effectively met because staff provide one to one sessions to all children who attend the club. This also boosts children confidence and self-esteem and develops their sense of belonging. Children are confident in their play and when asked say they have 'a great time at the club because it's fun'.

Children's creative development is promoted with children able to access a varied range of art and craft materials. For example, they enjoy developing their own ideas and using their initiative when drawing and delight in making charts with pictures of different fruits or flowers. They spend time ensuring the pictures are accurate and are supported and helped by a member of staff. Children develop a sense of achievement as they then enthusiastically ask staff and children to vote for their favourite fruit and flower.

Staff ensure that children are purposefully engaged in their chosen play and are on hand to offer support as needed which enables children to play more effectively. For example, when making play dough the children are able to gather the ingredients and mix the dough themselves with staff on hand to give advice and help if needed. Children's communication skills are fostered well as staff are skilled at extending children's language through their play. For example, when playing games such as 'four in a row' or 'kerplunk' staff ask children open-ended questions and listen to what children have to say. Also, children enjoy participating in 'show and tell' time and are encouraged to talk about anything they wish to share with the rest of the group such as a special outing at the weekend. Children are self-assured and attentive, regularly asking questions and they show a high level of interest in what others have to say.

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

The provision is satisfactory.

Children are treated as individuals and with equal concern and all children have equal access to the resources and activities available. Staff ensure they are aware of and able to meet any

specific needs a child may have through discussions with parents. Children's awareness of diversity and their understanding of others is promoted through the range of resources and activities they are able to take part in. For example, children have opportunities to learn about the wider world through discussion such as when looking on a map of the world for specific places or countries. Also, they are beginning to appreciate the customs and cultures of others through learning about and celebrating different festivals. Children learn about the local community through regular outings. They enjoy regular visits to the library and to the local children's park or the shops.

Staff work in close partnership with parents to ensure children's individual needs are met well. Parents initially receive a small booklet with details about the provision and a noticeboard displays some information. However, parents are not made aware of the settings policies and procedures and therefore may not fully informed to ensure their children receive appropriate care and support. Parents receive regular newsletters, and questionnaires are used as a way to monitor the quality of care the children receive. Comments reflect positive feedback and parents spoken to at inspection felt the staff were approachable and friendly and they said they were very happy with the quality of care their children receive at the club.

Children behave well because staff talk about acceptable behaviour and reinforce sharing and respecting others. Behaviour is managed in ways that are appropriate to the child's level of understanding so they know what is expected of them and in a clear and consistent manner. Staff focus on positive behaviour and children are regularly praised which develops their self-esteem. Children are beginning to understand responsible behaviour and staff encourage children to take responsibility. For example, two helpers are chosen each day to help with various tasks such as helping at teatime. Also, older children include younger ones in their play such as helping them understand the rules of a game. Children are taught to be polite and the staff are good role models.

## **Organisation**

The organisation is satisfactory.

Children are supported appropriately in their play by staff who work well together as a team and clearly know what their roles and responsibilities are. Regular staff meetings are held and are used as a way of monitoring and evaluating the quality of care the setting provides. Most documentation for the efficient and safe management of the setting is in place. However, recording procedures for staff and children's registers are inconsistent and not clear and potentially puts children's health and safety at risk because attendance is not accurately recorded.

Children's welfare is safeguarded as there are systems in place to ensure staff working with children are suitable to do so. All staff have had the appropriate checks completed and any persons not vetted would not have unsupervised access to children and all staff are aware of this. Therefore, children remain safe and are not at risk. Recruitment procedures ensure children are cared for by staff with relevant experience, qualifications and skills to do their jobs. Staff induction is in place and effective at ensuring all new staff are fully informed and able to implement the settings policies and procedures and there are plans to implement staff appraisals. Consequently, children's care and well-being are supported. 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 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):

- ensure parental signatures are always obtained to acknowledge an accident or the administration of any medication
- ensure the settings written policies and procedures are made available to parents
- review and improve systems for recording children and staff attendance in registers to ensure it is clear and accurate.

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)