

Lady Banke's Before and After School Club

Inspection report for early years provision

Unique Reference Number	139103
Inspection date	10 May 2007
Inspector	Bharti Vakil
Setting Address	Eye Nursery, Dawlish Drive, Ruislip, Middlesex, HA4 9SF
Telephone number	01895 636 765
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Registered person	Lady Bankes Service Ltd
Type of inspection	Integrated
Type of care	Full day 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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Lady Bankes Early Years Education Centre was opened in 1992. It is run by a voluntary committee. It is located within the grounds of Lady Bankes School in Ruislip in the London borough of Hillingdon. The centre is registered to provide breakfast and after school care as well as full day care. The full day care setting operates from a self-contained building. Children have use of two rooms. The breakfast and after school club meets in the school canteen, a building that is adjacent to the nursery building. The adjoining outdoor play areas are available to all children. The full day care serves the local area. The breakfast and after school club are available to children attending Lady Bankes School.

The full day care opens each week day from 08.00 to 18.00 Monday to Friday for 50 weeks a year. The breakfast club operates from 08.00 to 08.40 and the after school meets from 15.00 to 18.00 Monday to Friday during school term times.

The inspection carried out focused on the full day care provision. A maximum of 40 children may attend the nursery at any one time. There are currently 70 children on roll. Of these, 15 receive funding for nursery education. Children attend for a variety of sessions. The setting is

structured into sessions in a way that allows parents to choose the type of care that they want for their children. The setting currently supports a number of children with learning difficulties and/or disabilities and those who speak English as an additional language.

The setting employs 13 staff who work directly with the children in the full day care and the club, of these nine hold appropriate early years qualifications.

The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and welfare are thoroughly promoted, they are learning excellent hygiene practices and developing self-care skills. For example, they are encouraged to blow their noses, dispose of tissues and wash hands at appropriate times. Children are developing an understanding of why it is important to maintain good personal hygiene as staff discuss with them about washing away bad germs to prevent illness. Children are protected from infection or harmful bacteria as the staff have a good understanding of health and hygiene procedures. They make sure that tables are cleaned before preparing and serving food at meal times and cooking activities. Effective policies and procedures are in place to manage accidents and administer first aid and medication, thereby helping to ensure children are well looked after.

Children are beginning to understand the importance of healthy eating and the effect it has on their bodies. For example, staff state 'milk is good for us because it makes our teeth and nails strong'. Children excitedly recall various vegetables they used to prepare soup that included carrots which 'helps us see in dark'. Children enjoy a range of nutritious meals and snacks which include pasta bake, tortillas, jacket potato, fresh fruit and raw vegetables. The staff have a good understanding of children's dietary needs and the procedure for serving food is carefully observed to ensure individual food requirements are met. Children are able to access drinking water throughout the day.

Children enjoy joining in action songs. They participate in many activities to help develop small muscle movements. For example, they knead and roll dough and use scissors. They have good daily opportunities to enjoy fresh air and physical exercise. The fixed equipment provides excitement and challenge for the older and more able children, and promotes the confidence and physical ability for all children. They have the chance to climb, crawl, swing and slide within a secure, well-supervised environment. Children have lots of fun as they participate in a range of well-planned activities, such as obstacle courses, which help develop their balance and spatial awareness. Children participate enthusiastically, and one child, on completing the obstacle says to another 'I can walk sideways' and his friend replies 'I can walk with my arms spread out'. This helps the children to develop their understanding of the importance of being active and having regular exercise to keep healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a child friendly environment. Children and parents are made welcome by staff who greet them with a smile and by name. The setting is attractively decorated with children's artwork, photographs and posters. Children have fun in well organised play rooms

and outdoor area. Staff make very good use of the available space by providing for different areas of learning, such as an imaginative home corner and an inviting book area. This helps children make independent choices in their play. Children's individual needs are met effectively because there is an appropriate range of furniture, toys and equipment which is well maintained.

Staff are deployed well which enables them to supervise and interact with children. The premises are kept secure and a visitors book is in use which helps protect children from harm. Staff monitor entrance to make sure children are dropped off and collected safely. Children's risk from accidental injury is minimised within the setting. Most potential hazards are identified and quickly rectified by staff as they carry out regular risk assessments. However, protruding nails in the storage sheds in the outdoor play area may pose a risk to children. Clear fire evacuation procedures are in place and regular fire drills are carried out. This ensures children and staff can leave the premises safely in the event of an emergency.

Children's welfare is safeguarded as staff members have a good understanding of their role and responsibilities regarding child protection issues. They are aware of how to recognise possible signs of abuse and the importance of recording and reporting concerns.

Helping children achieve well and enjoy what they do

The provision is good.

All children have good opportunities to make progress in all areas of their development. They are happy and relaxed in the setting and, as a result, they are confident to initiate their play and extend their learning.

The Birth to three matters framework, which supports children in their earliest years, is incorporated into the planning of the routine and activities. Children are becoming competent learners as they play with interactive toys and participate in role play where they enact familiar scenes, for example, in the home corner. They have good opportunities to develop problem solving skills as they sort objects, post shapes and build with bricks. They are developing good hand eye coordination when they paint and chalk. They enjoy singing and looking at books in small groups. However, the organisation of mid-morning snack time interrupts children's play and learning. The large circle time is not meeting needs of all the children because the young children lose interest, stand up and move away, which devalues the activity.

Children attending the breakfast and after school club are offered a good selection of indoor toys and activities such as construction sets, board games, art and craft and imaginative play or they can choose a more energetic option such as playing basketball outside. Staff value children's opinions and involve them in planning activities for example, cooking and cricket. The variety of activities and resources are set up before children arrive. This enables them to make choices in their play and have fun.

Nursery Education

The quality of teaching and learning is good and children are making good progress in their learning. Children benefit from the effective teaching methods used by staff such as open-ended questioning to help children to think for themselves and to develop their language skills. Staff set out resources at low levels to allow children to make choices and their own decisions. There is a good balance between child-initiated and adult-led activities. The children's individual progress is observed and the information gained is used to plan next steps in their learning. Planning is thorough and the children benefit from the staff's good knowledge of the Foundation

Stage curriculum, as a stimulating programme is delivered for them to enjoy. Fortnightly themes, such as 'healthy eating', are incorporated in the daily routine to reinforce the children's understanding. For example, at snack time children compare fruits and raw vegetables whether they are hard or soft. Staff provide good reference books which children learn to use as they match pictures during various activities such as cooking and painting.

Children are making good progress in their personal, social and emotional development. They have many opportunities to develop their independence. For example, they are able to set the table for snack time, put on their aprons and display items brought in from home. They are motivated to learn and are engaged in purposeful play. They play cooperatively sharing and turn taking as they share umbrellas in the outdoor area to stay dry. They feel valued as they receive praise for helping younger children pour drinks.

Children enjoy listening to a range of stories in groups and understand that print and pictures carry meaning. They listen attentively as staff use props to provide further interest. Children speak clearly during circle time as they discuss vegetables that they like and dislike. They have access to a good selection of books. Children look at books independently and use them to locate information. They have good opportunities to practise their early writing skills with pencils, crayons and paints. They have opportunities to link their name to their photograph and see letters and words used in displays. This helps them to recognise letters and simple word formation.

Children use numbers confidently in their play as they talk about their own and others' ages. They are encouraged to use numbers in practical situations, such as calculating how much cutlery is needed and left over at lunch time. Children are learning about shape and space as they fit puzzles together and construct with bricks. They have great fun exploring heavy and light when using different scales to weigh pasta and lentils. More able children persist at their activity until they get an equal amount of pasta in each scale.

Children are learning about the world in which they live and their local environment. They have great fun planting and watering herbs and vegetables, and extend their learning experiences as they use these vegetables to make sandwiches. Children are learning to care for living things as they feed the fish, African snails and hamsters. They are learning about changes such as the life cycles of frogs and chickens. Children use a range of equipment such as keyboards, telephones, water wheels and magnifying glasses with increasing confidence. For example, they use magnifying glasses to count the number of dots on ladybirds.

Children have good opportunities to create and develop their imagination. These include colouring, painting, sticking, role-play, music, story times and puppets. They create colourful pictures and posters for their 'shop'. They thoroughly enjoy making their own dragon when celebrating Chinese New Year. Children have great fun as they 'paint' the outdoor area with large brushes and water. They enthusiastically participate in action songs, for example, 'five currant buns and five little elephants balancing'. They explore sound and rhythm using musical instruments.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered in a warm and friendly environment where differences are valued and respected. Children have access to a meaningful range of resources to promote a positive view of the wider world and increase their

understanding of diversity. They participate in activities and celebrations of various festivals throughout the year, for example, Divali and Christmas.

The setting has a very comprehensive inclusion policy in place and is committed to provide an environment where all children can become confident learners. Staff liaise with parents and other agencies to support individual children with learning difficulties and/or disabilities effectively.

Children's behaviour is good and appropriate for their ages. They behave well as staff act as good role models offering clear and consistent guidelines. They are supported in understanding right from wrong as staff use appropriate strategies. They are kind and considerate towards each other and learn to take turns and to share. Children are valued for their efforts and achievements and receive praise and encouragement in their daily activities. This helps develop their confidence and self-esteem.

Children benefit from the good relationships the staff have with their parents and carers. Parents are very complementary about the service they receive. Parents are encouraged to share information about their child before they start. This helps staff to settle the children successfully and consequently, children feel happy and secure. Parents receive regular information about the setting via newsletters and the notice board. Information about the setting's policies and procedures are readily accessible at each session. Therefore, parents are clearly informed about the arrangements for the care of their children.

The partnership with parents whose children receive nursery education is good. Parents are able to discuss their child's development informally and formally with their key worker. They are provided with written reports about their child's development and progress each term.

Organisation

The organisation is good.

The leadership and management of the nursery is good. The manager supports the staff well as she acts as a positive role model and communicates well with staff. There are clear induction procedures in place to ensure each staff member is aware of their role and responsibilities within the setting. The manager monitors the quality of teaching through observations, regular meetings and staff appraisals. The staff team's contributions are valued and they are kept up to date with current information. As a result, the day runs smoothly and this reflects in the children who are happy and secure.

The premises are well organised and children move freely between activities, making choices about their play. Although, they do not have the same opportunity during the large circle time. The organisation of mid-morning snack time is being reviewed by the setting as it interrupts children's learning. Children are settled and confident in their surroundings. This enhances their learning opportunities. Most hazards are identified and addressed to minimise accidental injury. However, protruding nails in the storage sheds in the outdoor play area can pose a risk to children. Staff are well deployed and systems are in place to ensure children are not left unattended with persons who have not been vetted. This helps to safeguard children.

Children's individual needs are met effectively because staff have a good understanding of child care and development and they work well in partnership with parents. Comprehensive policies and procedures are in place and work well in practice for the efficient and safe management of the setting. They are regularly reviewed and updated as legislation changes.

All documentation is in place to support the setting and is regularly reviewed and updated. The documents are stored appropriately to ensure confidentiality.

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

Improvements since the last inspection

At the last nursery education inspection, the setting was required to: display the education programme; and ensure parents have regular opportunities to attend meetings to discuss their children's written progress reports. Information about the early years curriculum and weekly activities is displayed. This and the regular newsletters, and the daily informal discussion with the staff team provides opportunities for parents to be involved in their child's care and learning. The setting arranges formal meetings with parents and their child's key worker each term. This keeps parents informed about their child's progress on a regular basis.

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 complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

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 that protruding nails in the outdoor play area do not pose a hazard to children
- review the organisation of snack time to allow children to continue their play uninterrupted (also applies to nursery education)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the organisation of large circle time to meet needs of all children (also applies to care)

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