

Richmond Dragon Club

Inspection report for early years provision

Unique Reference Number	EY222131
Inspection date	10 October 2007
Inspector	Alison Edwards
Setting Address	Richmond Primary School, Stoke Road, Hinckley, Leicestershire, LE10 3EA
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Registered person	Richmond Dragon 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The Dragon Club opened in January 2001. It operates from Richmond Primary School in Hinckley in south west Leicestershire. It provides after school care for children of families in the local area. It is run by a committee and is registered to care for a maximum of 32 school-aged children under the age of eight at any one time. Children aged eight and over also attend. There are currently 65 children on roll. The club supports a small number of children with learning difficulties or additional needs.

The club opens from 15:20 to 17:30 on school days. Children attend a variety of sessions. Children use the main hall for play with access to associated cloakroom facilities. They use the school grounds for outdoor play. There are six childcare staff. Of these, three hold recognised qualifications at Level 3 qualifications and a fourth is training towards this.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean and well-maintained school premises, so helping to support their health and well-being. They show spontaneous awareness of the importance of maintaining good hygiene practices within daily routines, as when they talk independently about the reasons for washing their hands before having their afternoon snack. Staff pay careful attention to information supplied by parents about children's individual health and dietary needs. This helps to ensure that, for example, children with severe food allergies can safely enjoy the snacks provided and participate freely in activities. Staff maintain current paediatric first aid training and keep first aid supplies readily accessible, so helping to ensure they are able to deal with any accidents effectively

Frequent supervised access to the school grounds enables children to regularly enjoy physical exercise in the fresh air, for example, as they play with bats and balls, or cooperate in skipping games. Children are also encouraged to develop their sports skills and coordination indoors, for example, as they play snooker, or as staff support their involvement in table tennis games. Children enjoy a range of activities helping to promote their dexterity. For example, they show sustained interest in using a good selection of pulses and seeds to make collages and talk enthusiastically about the opportunities they have to develop their knitting and sewing skills.

Children are offered a substantial snack on their arrival at the club each day. Staff are placing a growing emphasis on increasing nutritional value of these snacks, for example, by introducing more days when healthy items such as a wide variety of fresh fruits, are offered, and reducing the days when less healthy options such as chocolate and crisps, are offered. Fresh drinking water is readily available to children throughout the session, so helping to ensure they take sufficient fluids.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a bright and warm environment which is familiar to them and so helps them develop a sense of belonging. Staff work hard to set out a range of activities within the school hall, which provides ample space for children to move between activities such as pretend play, creative activities or energetic activities such as table tennis. Cushioned floor mats and bean bags are also available, offering some provision for children who wish to relax quietly. Children make frequent use of the school grounds for supervised outdoor play, so enabling them to enjoy physical activity in the fresh air.

Sound arrangements are in place to maintain children's safety. Procedures are in place to ensure that prompt checks are made on the whereabouts of any child who is expected at the setting but who does not attend. Suitable adult:child ratios are maintained when groups of children choose whether to play indoors or outside, so helping to ensure appropriate supervision is maintained at all times. Staff are sufficiently familiar with the procedures to be followed in the event of an emergency such as a fire or a child being lost, to enable them to act appropriately to minimise risks to children. Staff regularly talk with children about arrangements to maintain their safety. For example, they remind children playing outside in the enclosed school playground that they should not go out of the gates to return to the hall or to go into other areas of the grounds without staff supervision.

Staff recognise what child abuse and neglect mean and are aware of their responsibility to act on any child protection concerns, so helping them to safeguard children's welfare. However, the current policy relating to safeguarding and protecting children is not fully consistent with the nationally-agreed procedures for day care providers and so potentially limits the setting's ability to deal with any such incidents to best effect.

Helping children achieve well and enjoy what they do

The provision is good.

Children across the age range are settled and relaxed within the friendly environment. They relate confidently to adults and peers, talking readily about their experiences and preferences, and readily cooperating with each other, for example, as they share collage materials or as they take turns in skipping games. Staff work well together to plan and provide a varying and interesting selection of activities suited to children's interests and stage of development. For example, children of all ages show sustained interest and imagination in creating their own independent collage designs using a good selection of pulses and beans of different sizes and colours. They show care and interest in exploring a newly-acquired 'safari camp' incorporating a range of animals and accessories, and are confident and independent in their use of computer games. They enjoy taking part in skipping games or table tennis activities where staff support and encourage their involvement and skills. They play board games, helping to develop their thinking skills. They are actively involved in designing and creating displays reflecting changing seasons and events, for example, with regard to autumn colours and sounds such as bonfire night, and festivals linked to different religions such as Eid.

Helping children make a positive contribution

The provision is satisfactory.

Children are confident and relaxed in their dealings with adults and peers and are usually engaged and interested in their activities. Older children describe pairing up with newer and younger children, helping them to become accustomed to the club and its activities. Across the age range, children show familiarity with simple rules and expectations for behaviour within the setting, for example, cooperating in activities such as skipping games, listening to each other, and handling games and toys with care. Staff provide good role models to children by speaking to them politely and calmly, and by using positive attention and encouragement to help sustain children's interest in their activities. They encourage children to sit quietly for a few minutes to calm down or think about any incidents of unwanted behaviour. They are actively seeking further training to develop their skills and confidence in supporting any children with more challenging behaviour.

Staff take careful account of some aspects of children's individuality, for example, ensuring that any specific health or dietary requirements are identified and met. There are some planned activities helping children to recognise and respect individual and cultural diversity, for example, the inclusion of books, discussion and creative activities related to religious events such as Ramadan and Eid. Staff are familiar with ways of working with parents and other relevant professionals and agencies to help support children with learning difficulties or additional needs.

A brief leaflet provides prospective parents with an outline of the arrangements for children's care, whilst displays and policy folders provide more detailed information on the procedures underpinning these. Clear procedures are in place to ensure that information relevant to

children's daily welfare such as contact details and information about any accidents, is shared between staff and parents. Informal discussion at the end of the session enables staff and parents to share relevant information on children's experiences and daily routines or to clarify any queries or concerns. However, the current policy for managing any formal parental complaint does not currently fully reflect nationally-agreed procedures, so potentially limiting the club's ability to deal with any such incident in children's best interests.

Organisation

The organisation is satisfactory.

Children are consistently busy and engaged in their play and activities at this friendly setting. They speak positively about the after school club, commenting on their enjoyment of the time they spend with friends, and the opportunities to play freely. Staffing rotas are organised to ensure that adults are clear on their roles and responsibilities, and are able to prioritise spending time with children. Staff make appropriate use of required records such as details of children's health and dietary needs, to underpin the care offered to children. Policies and procedures are regularly reviewed and are generally effective in supporting the management of children's care. A good proportion of staff hold relevant qualifications, helping to ensure a sound awareness of good childcare and playwork practice. Staff recruitment procedures are linked to those of the school, helping to ensure that appropriate checks and clearances are undertaken to establish the suitability of staff working with children. However, available records are not fully effective in clearly identifying the composition of the current committee, including school governors and teachers, responsible for managing the provision. Overall children's needs are met.

Improvements since the last inspection

At the last inspection, the club was asked to devise procedures to be followed in the event of a child being lost, and to keep a written record, signed by parents, of medicines given to children. A written policy is now in place identifying the steps to be taken in the event of a child going missing, and staff are sufficiently aware of this to enable them to act effectively to minimise risks to children in the event of such a circumstance occurring. Records, countersigned by parents, are now maintained of any medication administered to children, so improving arrangements for staff and parents to work together to promote children's health and well-being.

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 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 that identified procedures for safeguarding children's welfare are fully consistent with those identified in the National Standards for Daycare
- ensure complaints policy in line with October 2005 addendum
- ensure there are clear and readily available records identifying all adults responsible for managing the provision.

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