

Indian Community After School Club

Inspection report for early years provision

Unique Reference Number	116889
Inspection date	17 March 2008
Inspector	Jenny Scarlett
Setting Address	2 Norris Road, Reading, Berkshire, RG6 1NJ
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Registered person	Indian Community Association
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 Indian Community After School Club opened in 1983 and is managed by the Indian Community Association. The after school club operates from the Indian Community Centre close to Palmer Park in Reading, Berkshire. All children share access to a secure, enclosed outdoor play area.

A maximum of 40 children may attend the after school club at any one time. The after-school club takes children from Alfred Sutton, Redlands and Earley St Peters schools. The after school club opens during school term times, Monday to Friday from 15:00 to 18:00. The holiday club opens Monday to Friday from 08:30 to 18:00. There are currently 35 children from five years to eight years on roll. Children come from a wide geographical area. The after school club supports a small number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The after school club employs five staff. In addition there are two volunteers who work with the children and a cook is employed. Of these two staff members hold appropriate early years qualifications and two staff are working towards a recognised early years qualification. In addition one staff member is attending training to further develop their child care qualification. The setting receives support from the Early Years Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children gain a good understanding of healthy eating because they are involved in planning healthy meals with staff. As a result, they have a good choice of menu and enjoy a substantial tea such as pasta and sauce with fresh fruit. Water and squash are freely available so that children remain hydrated. Tea times are a relaxed and social occasion. Children grasp the opportunity to develop their conversational skills as they chat with staff and their friends about their school day whilst they eat their tea. They have designed and made their own laminated placemats used at meal times and this encourages their hygiene practice. However, children are not encouraged to wash their hands before tea and staff do not systematically wash the tables before tea is set up. This means children do not learn about good hygiene and there is a risk of cross infection.

Children are confident and are able to be independent because they can access the toilet facilities within the community hall. Staff support children's health within the after school club as there is a qualified first aid staff member on site at all times. Written policies are in place for medication, sickness, accidents and emergencies which means children are well cared for. All children have daily opportunities to spend time in the fresh air. Most of the children walk to the after school club with the staff. They have regular opportunities to go to nearby Palmer Park and enjoy ball games in the outdoor court yard. Indoors children enjoy taking part in 'catch and dodge' games with staff.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The welcoming environment helps children to feel secure and comfortable. Displays including art work completed by children brighten up play areas and provide a sense of belonging. The spacious play areas are used effectively enabling activities to be well spread out allowing children to play freely. Children are able to access a suitable range of toys and resources independently and safely. They have access to a computer suite and a reading area based on the first floor. Children take part in regular fire drills, staff keep records of visitors to the club and have an effective system for the collection of children; all of which has a positive impact on children's safety.

Children are secure in their environment. Their arrival and departure times are promptly recorded and staff are vigilant of the children's safety at all times. There are written procedures in place for collecting the children from the designated schools, although it is not clear to new staff which children are to be picked up from which school. Those children who are transported to the after school club via the taxi service are escorted with a staff member and the manager ensures the taxi firm allocates drivers who are suitably checked.

Children benefit from being cared for by staff who have access to child protection procedures from the Local Safeguarding Children Board and most of the staff have completed child protection training. There is a designated member of staff responsible for child protection in the after school club. The child protection policy includes the procedures to be followed in the event of allegations of abuse or neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy being in the relaxed and friendly atmosphere of the after school club. Staff develop positive relationships with children as they chat to them about their day at school. They encourage them to make choices about the resources they want to play with. Children are content and talk about the features of the club that they like the best such as playing games on the computers and playing outside. Staff encourage children's personal interests and allow them to bring in resources such as 'Star wars light sabres' to play with.

Staff actively engage in children's play and discussions and take account of their ideas and suggestions, for example, by consulting them about future resources and accommodating their requests for games and activities. Children are involved in a broad range of planned activities and spontaneous events. For example, they enjoy using the computers, play dough and colouring sets which they play with imaginatively. Others enjoy competitive sports such as table pool and football. Some children are fascinated as they have their hands painted with Henna as part of the Mehndi celebrations. Themes and activities are provided in line with children's interests. Professional workshops are also planned such as street dance, sports people, drama, marshal arts which children enjoy.

Helping children make a positive contribution

The provision is good.

Children learn about diversity in the world around them. Staff provide a combination of good activities and resources for children to use that promote positive images of diversity. Children enjoy learning about various cultures and festivals through fun activities. For example, children enjoy foods from different countries and have fruitful discussions about why people have their hands painted as part of the Mehndi celebrations.

Children are encouraged to contribute positively to the group in several ways. They make written suggestions where they record ideas for new resources, activities and sample menus for tea. They are involved in setting ground rules for themselves and staff, for example, no bad language, suggesting friends are not split up and that staff always get to school on time. Children happily discuss with the manager and staff what they feel goes well and make positive suggestions to make improvements. Their behaviour is generally good because they receive praise from the staff for what they do well and respect the rules of the group, such as remaining seated at meal times until everyone has finished eating.

Children are supported appropriately by staff who offer children encouragement to get involved in activities and praise when they do well. Children benefit from the exchange of information about their health and dietary needs through the completion of registration forms and daily chats between staff and parents. Parents' views are sought about the service provided through regular questionnaires for future planning. A clear and accessible complaints policy ensures parents know what to do if they have a concern about the provision.

Organisation

The organisation is satisfactory.

Recruitment and vetting procedures contribute to children being protected and cared for by staff. New staff undergo an informal induction and they are aware they are not to be left unsupervised with children until vetting procedures have been completed. The staff team work

collaboratively and attend regular meetings to plan and discuss activities, children's suggestions and weekly staff rotas. Some staff show a commitment to continual professional development which supports the care and learning of all children. However, recent changes within the staff team mean there is a lack of qualified staff to supervisory level. Although this is being addressed it hinders organising provision that meets the children's individual needs.

Staff ratios are maintained which ensures that children are appropriately supervised. Volunteers are used as additional support to participate in activities with the children. In addition a cook is employed which enables the staff to work directly with the children at all times. Policies and procedures are regularly updated which underpin the practice and record keeping is kept up-to-date. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to make a number of improvements. These were to conduct a risk assessment on the premises identifying actions to be taken to minimize them and develop staff's knowledge and understanding of child protection issues. Staff were asked to ensure the complaints procedure is available to parents and includes all necessary details and to ensure documentation such as registers, accidents, and records of fire drills are accurately recorded. In addition they were asked to request written permission from parents for seeking emergency medical advice or treatment.

Staff undertake daily and monthly risk assessments of the centre and when collecting the children from the local schools. These are accurately recorded. Children take part in regular fire drills, staff keep records of visitors to the club and have an effective system for the collection of children, all of which are accurately recorded and have a positive impact on children's safety. Children are secure in their environment. Their arrival and departure times are promptly recorded and staff are vigilant of the children's safety at all times. Children benefit from being cared for by staff who have access to child protection procedures from the Local Safeguarding Children Board and most of the staff have completed child protection training. A clear and accessible complaints policy ensures parents know what to do if they have a concern about the provision.

Complaints since the last inspection

Since 1 April 2004 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):

- improve hygiene practices at tea time
- further develop written procedures for collecting children from designated schools
- monitor and review the staff training action plan to ensure those in a supervisory role have the appropriate qualification.

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