

Longdale Kids Club

Inspection report for early years provision

Unique Reference Number	EY347919
Inspection date	15 July 2008
Inspector	Esther Darling
Setting Address	Abbey Gates Primary School, Vernon Crescent, Ravenshead, NOTTINGHAM, NG15 9BN
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Registered person	Childcare (East Midlands) Ltd
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?

Longdale Kids Club registered in 2007 and is one of a number of facilities owned by Childcare East Midlands. It operates from three rooms in Abbey Gates Primary School, Ravenshead, Nottingham. The school is situated in a village close to Mansfield. A maximum of 32 children under the age of eight years may attend the setting at any one time. Children over the age of eight are included in that number. There are currently 22 children on roll. The setting is open each weekday from 15:30 to 18:00 during term time. All children share access to secure enclosed outdoor play areas within the school grounds. Of the seven staff, the manager is qualified to degree level, another staff member holds the Level 4 in childcare and education and the rest of the team hold the Level 2 or higher. Plans are underway by Childcare East Midlands to source new facilities for the after school club.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning about how to promote their own good health. For example, they understand that they are expected to wash their hands properly before eating and after using the toilet.

Staff reinforce this by offering regular reminders so that children make good hygiene part of their daily routine. The facilities are maintained well and kept clean, and staff use appropriate methods to ensure that the tables are clean for snack time. Accidents are dealt with by capable staff who hold first aid certificates. Parents are kept informed via efficient records which include clear descriptive details. There are good systems in place to ensure that children are only administered medication that is prescribed and after gaining written consent from parents.

Children appreciate the variety of food that is offered to them such as a selection of sandwiches on both white and wholemeal bread, crisps, grapes and chocolate crispy cakes to choose from at tea time. This helps them to gain some understanding about the choices that effect their healthy growth and development. Children independently access water or dilute fruit cordial throughout most of the session and at tea time. Staff are fully aware of children's dietary needs and cater for these appropriately. Children love playing outside whilst at the club, and do so frequently. The staff understand the importance to children of being able to move about freely, whilst enjoying some challenge. Many aspects of their physical development are catered for throughout the session whilst having fun playing with a variety of different types of bats and balls. They also have access to the good facilities available which include the hall, and static climbing and balancing equipment in the spacious outdoor area. Balancing, playing football and action games promote children's strength, coordination and fitness.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children move around safely and responsibly, benefiting from the good levels of security offered at this facility. The entrance is kept locked at all times, and visitors are required to identify themselves. There are systems in place to ensure that children are released only to persons who are authorised. Parents use a separate entrance to collect their children from the after school club. Staff deploy themselves well and children participate in school fire drills, although those at the club are infrequent. Children are cared for in a partially air conditioned environment where provision is made for table-top activities. Due to limitations of use of facilities, comfort and versatility are somewhat restricted depending upon whether the foundation unit is being used. Radical changes made to the areas used, part way through the inspection make it more in line with what was agreed at registration. This means that children now have an area to sit comfortably and look at books, and there is space to provide more table-top activities because unnecessary computers have been removed. Floor play is not yet catered for.

Children have constant access to a basic range of toys and equipment that are in good repair and meet their developmental needs adequately. Storage at the setting is poor because it is very limited. The staff report that they compensate for this by bringing play equipment to the school when needed. This means that opportunities for children to choose and select their own resources are few, and thus inhibits the initiation of their own ideas. Children are protected because there is a thorough and clear policy guiding staff on best practice and what to do in the event that they are worried a child is being abused. This is complemented by occasional training to enable staff to understand what the current Local Safeguarding Children Board procedures are. Although most staff understand their personal responsibility to ensure that the welfare of the child is paramount and that procedures are followed, not all do. This has a potential impact on children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are mostly actively engaged in a satisfactory range of activities. However, some tend to wander about aimlessly or sit unoccupied for periods of time. Older children enjoy spending large amounts of time playing games on the computers, and this tends to dominate a large proportion of the session. Others sometimes only have drawing or colouring in as an alternative activity. Children are able to choose what they would like to play with, but the limited range of toys does not enthuse them. Activities are not planned ahead, and tend to mainly be set up on the day. Some of these, such as play dough, junk modelling or free drawing are worthwhile and children show a sustained interest in them. Some staff interact very skilfully with the children, understanding that they learn best whilst initiating their own ideas. They support the children well and give the right amount of input via questions or giving encouragement and praise. A minority of staff do not always interact directly with the children or encourage them to express themselves via thoughtful questions, or listening to them. A system of involving children in planning a wide range of activities to promote their development and foster their interests is not yet in operation. Children enjoy more sociable pastimes such as tea, where they sit companionably together, or playing tennis or football with the qualified staff outside. At these times, conversations flow and more staff show an interest in what children are doing, or have to say. Children learn right from wrong and some demonstrate affectionate friendships with each other.

Helping children make a positive contribution

The provision is satisfactory.

Acknowledging and celebrating festivals, and tasting foods from different countries makes learning to value diversity enjoyable and relevant to the children. The range of equipment promoting positive images of race, religion, disability and culture is very limited and thus does not reflect our society appropriately. Systems such as working cooperatively with parents and children, and appropriate training for staff ensures that children with learning difficulties and/or disabilities are included and make good progress. Their needs are assessed and key staff members work with other professionals in order to learn and share information for the benefit of the child.

Children are well behaved and are quickly reminded of what they should not do. They are responsible in their conduct and respect the staff, responding appropriately to what they are asked. Methods used by some of the staff are occasionally overly critical and do not promote the welfare of children. Parents are firstly welcomed to the club through a booklet that is full of useful information about the setting, including the vast majority of policies and procedures that it follows. It is professionally presented and introduces staff and activities via photographs. This means that they know what to expect and do not have to ask first if they need to know something. Parents are greeted warmly and the staff members get to know them well. This open partnership means that children's needs are better served and parents trust the people who care for their children. Opinions about costings only, and not other aspects of care, are sought in the form of a questionnaire and this helps parents to feel respected.

Organisation

The organisation is satisfactory.

Children's care, welfare and development is promoted because all of the records and most of the procedures that are required for the safe and efficient management of the setting are maintained accurately. The way the procedures are written is general and applies to all settings managed by the company. This means that although they are well written and comprehensive, they are not especially personal to this facility. A clear system of recording children's presence and departure is used, yet actual times of arrival are not recorded.

There are robust systems to ensure that staff are suitable for their positions, including thorough vetting and recruitment procedures. Children are protected because management find out about applicants' health in order to judge their suitability to work with children. All new staff undergo an induction where they are expected to read all of the written information. Not all staff have a good understanding of vital procedures such as safeguarding children which potentially impacts on their well-being. Over half of the staff are qualified and training is available to enhance their personal and professional development. Regular appraisals help to address this. 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 that all adults working and looking after children in the provision are able to put the Local Safeguarding Children Board's procedures into practice
- ensure that all adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development
- actively promote equality of opportunity with regard to the provision of resources which show positive images of race, religion, gender, disability and culture

- plan and provide activities and play opportunities which allow children to use their imagination and in which they have as much choice as possible
- ensure the system for registering children's attendance on a daily basis shows specific hours of attendance.

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