



Waterside After School Club Ltd

Inspection report for early years provision

Unique Reference Number	EY311663
Inspection date	05 April 2006
Inspector	Sylvia Dindar
Setting Address	Holbury Primary School, Whitefield Road, Holbury, Southampton, Hampshire, SO45 2HW
Telephone number	
E-mail	
Registered person	Waterside After School Club 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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Cadland After School and Holiday Club is owned and managed by Waterside After School Club Ltd. It operates from four rooms in a wing of Cadland Infant School (formerly known as Holbury Infants School). It is registered for a maximum of 32 children. There are currently 55 children on roll in the holiday play scheme and out of schools club. The club is open each weekday during term time from 15:00 until 18:00 and during the school holidays from 08:00 until 18:00. There is a secure outdoor play area for the children to use.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn good personal hygiene through daily routines and through discussion with staff. They consistently wash their hands in the low sinks provided, for example, after messy play and before meal times. Children understand why this is important.

Children benefit from daily physical activities that contribute to their good health. They have full use of the school grounds where they practise and learn new skills, such as climbing and balancing. They particularly like the group games, such as football and parachute games. Children are protected from the sun, as shaded areas are available. Parents are asked to supply their children with sun cream and sun hats to lessen the effect of the sun's harmful rays. Children have access to quiet areas where they can have time out and relax when needed; they read books, play games or relax on bean bags whilst watching a DVD.

Children learn about healthy eating. They have access to healthy nutritious meals and snacks that are freshly prepared on the premises. A sample menu is placed on the notice board so that children can see what is on offer. They are asked about their likes and dislikes so mealtimes become an enjoyable experience. They are involved in some of the food preparation which stimulates discussion about healthy eating. Children's individual dietary needs are taken into account as staff gather information from parents and record specific needs. Robust systems are in place to ensure that children with food allergies are well cared for. They only eat food that is safe and staff have training in dealing with anaphylactic shock. Drinking water is available at all time and children independently pour from the jugs provided.

Effective procedures are in place to protect children from illness. Staff put up notices so parents are aware of any infectious illness and are able to look out for the signs and symptoms. When a sickness bug affects the group, parents are sent letters to remind them not to return their child for forty eight hours so that risk of cross-infection is minimised. Accidents are recorded effectively and parents are informed. All staff have first aid training and there is a fully stocked first aid box available at all times, so children are responded to quickly when they have an accident, minimising their distress. Systems are in place for the safe administration of medication, parents are asked to give written instruction and consent and two staff checks to make sure that the correct dose is given before recording it effectively in the medication book.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good systems are in place to keep children safe. The building is secure and can only be entered through a number controlled entry system. Visitors are asked to sign in and are shown on and off the site. Systems for the safe collection of children are in place.

Staff are vigilant about children's safety as they supervise them well. Children are beginning to take responsibility for their own safety as they pick up toys, avoiding falls. Staff gently remind them when they are swinging on two legs of a chair, that it is dangerous and explain why.

Children play in a building that is child orientated, welcoming and warm, where they access furniture and equipment that is safe and robust and attractive. Risk assessments are in place to ensure that children safety is not compromised. Staff are well supported by the school caretaker who is on call should repairs be needed. Staff are aware of the importance of maintaining ratios and extra staff are brought in at lunch times to ensure adequate ratios are maintained.

Children practice evacuation procedures so they are able to exit the building quickly and safely in an emergency. The staff liaise with the fire services who visit the group. Children get opportunities to explore the fire engines and discuss fire safety. Through this discussion they learn about how to keep themselves safe and prevent fires and reduce some of their fear.

Children are kept safe when being transported. Seat belts are used and vehicles have appropriate insurance. Staff ensure that they are regularly maintained and checked. The group have appropriate public liability insurance is in place.

Children are protected as staff have good knowledge of child protection issues and systems are in place to report such concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well stimulated and happy as they access a wide range of activities to meet their individual needs. Play is child-centred and child led. For example, a child decides that he wants to explore flags from different countries, he was able to research it on the computers and print off activity sheets for the other children and the work was displayed.

Children enjoy painting designs on the windows and become involved in arts and crafts. Staff are close by and children are confident to ask for their help when needed. Children choose when they want to sit and relax. They play games, such as four in a row. A small group enjoy playing table football and have opportunities to play snooker. They take turns and share. At mealtimes they sit in small groups around tables, they are encouraged to wait until everyone is finished before leaving the table.

In the after school club a quiet area is set aside for children to do their homework, staff talk to them about their day and support them when needed. Children are encouraged to be independent, they have child height coat pegs to hang their bags and coats.

Helping children make a positive contribution

The provision is good.

Children have a sense of belonging and are well settled. They are able to help themselves to resources as they know where things are. Staff have a keen interest in their welfare and discuss with parents, children's individual needs, including cultural and religious requirements. Boys and girls have equal access to toys and are encouraged to take turns and share. Children have opportunities to discuss the differences in culture through activities, such as cooking, books and general every day conversations. However, not all staff have the confidence to use the appropriate language to describe differing ethnic groups which may impact on the language that children learn.

Children are learning to feel good about them as staff praise them for their achievements and display their work. Children have the opportunity to become involved in the children's council where they can make comments, on such things as planned activities and rules on behaviour. This gives them some control over what happens to them. Children are given a sense of responsibility as they are able to freely volunteer to help prepare meals and set the tables. At meal times they sit in small groups around tables encouraging social interaction. There is an expectation that they will learn to sit to the table until every one is finished eating.

The group is not currently caring for children with special needs but staff understand that all children have a right to play, and would adapt the environment and the play opportunities to ensure that all children can be involved. They recognise parents know their children best, so would work with them to ensure that children had the opportunities to reach their full potential. Parents are given a regular newsletter and all records are shared.

Children's behaviour is good and staff are good role models. They respect the children and talk to them in a calm and polite way. They understand why children display inappropriate behaviour for a number of reasons. They use a range of strategies that are age and stage appropriate. For example, when a child is swinging on a chair, a member of staff remind him not to do it and explains why. Children are involved in the rule making and these are displayed for all children to see. Children are encouraged to say 'please' and 'thank you'. Younger children are confident to ask to play with the older ones, for example, in a game of football. The older children take care and ensure that they are involved in the game. Children know that there is an anti-bullying policy and are aware that they can go to staff for help and support.

Organisation

The organisation is good.

Children are cared for in a well organised group. Space and resources are arranged well so that children get a range of experiences to suit their needs. They can move around safely and access the resources independently. Staff involve the children in the planning of activities and recognise that this is the best way to engage children's interest. The provision meets the needs of the range of children for whom it provides.

A range of well thought out policies are in place, for example confidentiality, equal

opportunities and a complaints procedure for parents. However, the group do not have a policy on the collection of children from school.

Staff are well trained and have the appropriate experience for their roles. They work closely with the management team and are in contact daily, to ensure the smooth running of the group. There are rigorous procedures in place for employment and these ensure that all checks are carried out before the commencing of employment and that staff are suitably qualified, vetted and experienced. All new staff are closely monitored and are involved in an induction programme where they are introduced to the groups policies and procedures, and get to know the children. Staff are pro-active in identifying their training needs and continue to increase their knowledge, on such things as child protection.

The setting has a sound knowledge of the National Standards. All documentation required by regulation is in place and available for inspection. Children's records are kept in locked files to ensure confidentiality.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since last inspection there are no complaints to report.

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 good. 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):

- further develop staffs knowledge and understanding of equal opportunities so that they are confident in using the correct terminology to describe people's differing cultural backgrounds.

- review and develop policies and procedures so that they meet the groups current practice paying particular attention to health checks within the employment procedures, the collection and transporting of children and the sick child procedures.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk