



Campers Out of School Club/Playscheme

Inspection report for early years provision

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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?

Campers Out of School Club is one of two clubs run by a private provider. It opened in 1995 and operates from a mobile in the grounds of Hunsbury Park Primary School in the Camp Hill area of Northampton. A maximum of 42 children may attend the out of school club at any one time. The out of school club is open each weekday from 07:45 to 09:00 and 15:30 to 18:00 during the school term and from 08:00 to 18:00 during the school holidays. All children share access to a secure enclosed outdoor play area.

Children attend from the attached school during term time and from a wider catchment area during the school holidays. The out of school club employs six staff members. Two members of staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean, warm and comfortable childcare environment. They learn about good hygiene practices through daily routines. For example, children wash their hands before snack, and visible written instructions remind children to wash their hands after using the toilet. This is further supported by staff who disinfect the tables before and after snack and thoroughly clean the floors at the end of the session. This helps to prevent the spread of infection. Children's welfare is safeguarded because staff have up-to-date first aid knowledge. Procedures are in place for the administration of medication, if children are unwell and in the event of accidents. However, parents are not always asked to sign the accident record book to acknowledge the entry. This compromises children's well-being.

Children participate in activities which contribute to their good health, and enjoy being physically active. They have opportunities to rest according to their needs. Children develop their climbing skills on the climbing frame, manoeuvre wheeled toys and play football, badminton and tennis. Children compete in the 'Olympic games', play hop-scotch and enjoy dancing to music on the dance mat. This promotes children's balance, co-ordination and fitness.

Children's dietary requirements are met through close cooperation with the parents. Staff ensure that children eat their packed lunch appropriately during the holiday play scheme, and snack is provided at the end of the school day. For example, children enjoy fresh fruit, cheese and crackers, crisps and biscuits. This generally promotes children's growth and development. Snack time is a relaxed social occasion where children sit together to enjoy each others company, share their news and develop good table manners. Children are offered drinks throughout the session. This ensures that children remain hydrated and comfortable.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment. This is enhanced by posters and wall displays of the children's work. Risks of accidental injury are generally identified and minimised. However, the heaters pose a hazard to children. This compromises children's safety. Procedures are in place to ensure that children are only released from the provision to individuals named by their parents, and security of the building, including the outdoor area is good. This enables children to move around safely and independently. Children are beginning to learn the importance of keeping safe by responding to the guidelines set out by the staff. For example, children learn what to do in the event of an emergency by practising the fire escape plan, and the consequences of swinging on the chairs. Children's welfare is safeguarded by the staff's appropriate knowledge of local child protection guidelines and procedures.

Children benefit from a range of safe, good quality resources, furniture and equipment which supports their play and development. They are interested in and want to play with what is available. Staff check the resources to ensure that they remain safe and suitable for the children's individual needs.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and settled in the friendly provision. They are able to relax after a busy day at school or choose from the range of resources and activities available. This promotes children's emotional, social, physical and intellectual development. Children experience warm, caring and friendly relationships with the staff who support the children as they play. They receive praise and encouragement which promotes their confidence and self esteem. As a result children are happy and enjoy their time at the group. Children use their imaginations during role play, taking on familiar roles, using props to support their play. They handle small world resources and manoeuvre vehicles into the garage. Children enthusiastically build models out of the large wooden blocks and the Lego. They express themselves creatively during craft activities where they make Christmas cards, Advent calendars, paint autumn leaves and draw and colour pictures. Children are proud of their achievements. They learn to share and take turn as they play board games and patiently wait for their turn on the play station. Children have fun as they challenge staff to a game of snooker. During the holidays children enjoy participating in themed activities such as the 'pop stars', 'sports' and 'Chinese' week. This broadens children's range of experiences.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the group because staff value and respect their individuality. They are confident in their relationships with the staff, and make choices and decisions in their play. Children learn to take responsibility. For example, children help to tidy away the resources and clean the tables after snack. This increases their sense of belonging and promotes their independence. Children are beginning to develop a positive view of society and the wider world as they take part in activities and handle resources that reflect diversity. For example, children learn about countries such as China and sample new food. Children are generally well behaved. They are learning to distinguish right from wrong and respond to the boundaries set by the staff. Although there are currently no children attending the club who have special needs staff are able to provide care through discussing their needs with parents. Children therefore have access alongside their peers, to the facility, activities and play opportunities provided. This promotes children's welfare and development.

Children's individual needs are met because staff have developed an effective partnership with parents. Parents are given information about the setting, including policies and procedures, and systems are in place to exchange information. This ensures that parental wishes are respected. However, the complaints procedure does not include the telephone number of the regulator. Parents speak positively about the setting.

Organisation

The organisation is satisfactory.

Children are comfortable and at home in the out of school club. Space, routines and resources are organised effectively to meet the children's needs and interests. Children are able to make

independent choices from the selection of resources and activities available, as well as receiving adult support and encouragement. As a result children are happy and enjoy their play. Children's care and welfare are safeguarded by generally appropriate documentation and procedures. However, a named deputy is not in place. This compromises children's well-being. Records are stored securely and confidentiality is maintained. Overall children needs are met.

Improvements since the last inspection

At the last inspection the out of school club was asked to complete six recommendations. The supervisor now holds a level 3 qualification appropriate to the post and half of all childcare staff now hold a level 2 qualification in childcare. This promotes children's welfare and development. Staff are continuing to develop systems to ensure that risk assessments are regularly carried out on the premises, equipment and on outings. This ensures children's safety. Children's welfare is now safeguarded because procedures are in place for the administration of medication and accidents. However, parents are not always asked to sign the accident record book to acknowledge the entry. This compromises children's well-being. The equal opportunities policy has been developed to ensure that it is consistent with current legislation and guidance, and systems are in place to record any incident. This promotes children's welfare, and ensures that parents are informed.

Complaints since the last inspection

A complaint was raised regarding the care and management of young children at the setting. These related to National Standard 3,8,11 and 13. In order to investigate the allegations a Childcare Inspector made an announced visit. During the visit the Inspector observed the children and staff and interviewed the person in charge.

All the information has been reviewed by a Childcare Inspector Team Manager. As a result an action has been made under National Standard 11 regarding behaviour management.

Ofsted can confirm that the Registered Person remains qualified for registration.

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 parents sign the accident record to acknowledge the entry
- ensure that the heaters do not pose a hazard to children
- ensure that the written complaints procedure includes the telephone number of the regulator
- ensure that a named deputy is in place.

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