

Schools Out at Wellfield Middle

Inspection report for early years provision

Unique Reference Number	EY267804
Inspection date	12 June 2007
Inspector	Jasmin Myles-Wilson
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Registered person	Schools Out (Northern) Ltd
Type of inspection	Childcare
Type of care	Full day 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?

Schools Out at Wellfield Middle is a private enterprise of Schools Out Northern Limited and opened in 2003. The provision operates from the dining area within Wellfield Middle School and is also adjacent to South Wellfield First School situated in Whitley Bay, Tyne and Wear.

A maximum of 40 children aged three to eight years can attend the group at any one time. There are currently 33 children on roll. Children attending the provision are from Wellfield Middle and First School. Staff walk to collect children from the first school and children from the middle school make their own way. The provision opens five days a week during school times; the Breakfast Club session runs from 07.45 until 09.00 and the After School Club runs from 15.30 until 18.00. During school holidays full day care is provided and runs from 08.00 until 18.00. However, if there are insufficient children attending, children are taken to another linked provision. The provision have access to the school's outdoor play area.

There are five members of staff and a manager working with the children and at least half of them have a recognised early years qualification. The provision uses the Every Child Matters outcomes to teach children. They receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean environment and are provided with satisfactory facilities to enable them to maintain their own personal care. They are aware of the importance of washing their hands before eating food as they clearly explain this practice is done so that 'they do not germs on their food which would make them ill'. Suitable routine procedures are in place to deal with sick or injured children. For example, children receive appropriate care if they are ill or injured, as some staff are qualified in first aid, and children's parents are contacted. However, staff can not explain how parents are fully informed of the provisions policy regarding the exclusion of ill or infectious children.

Children enjoy wholesome food as they socialise together at snack time. For example, while the children eat their snack of pasta mixed with a tomato sauce, they talk about what they have done at school. Children develop an understanding of a healthy diet through the supply of food provided, discussions and activities. For example, children make posters depicting what is healthy food. They also have access to sufficient drinks of water to keep themselves hydrated throughout the session.

Sufficient opportunities to play in the school's outdoor play area gives children access to plenty of fresh air and opportunity to exercise the body, therefore, children's physical health is satisfactory promoted.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are welcomed into a friendly and suitable environment, in which they move around fairly well and sufficiently access toys of their choosing from low-level boxes. There is a satisfactory and appropriate supply of resources and equipment suitable for children to use. Children play with clean, safe and developmentally appropriate resources suitable for their individual needs.

Appropriate policies and procedures are in place to ensure children are safe and secure while attending the provision. For example, the doorbell system with a video link is used to ascertain who is at the door before staff let them in. However, staff have insufficient awareness of child protection issues and procedures, therefore, safeguarding children and protecting their welfare is jeopardised. Children learn how to keep themselves safe through discussions and activities. For example, from worksheets children have to spot several dangers of a child riding a bike, such as carrying books in one hand. They then write their answers down on the work sheet. Staff talk with children about this ensuring they understand what the dangers are and make it a discussion point.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled in doing activities. From activities already set out they select what they would like to play with, or they help themselves to resources which are appropriately stored. If they want resources that are not easily accessible to themselves they ask staff to get

the resources out. For example, children wanting to do a creative activity with material asked for this to be set out.

Children generally play well together or alongside each other and are interested in what they are doing. They are encouraged to develop their social skills through taking turns and sharing activities. Staff are aware of children's starting points and individual needs through discussion with parents and written information they receive. Staff communicate with children in acceptable ways, such as open-end questions, therefore, children's capacity to think is reasonably challenged. Interaction between staff and children is good and children approach staff with ease. Children are listened to and supported when needed, for example, when children need help during an activity they ask staff who respond positively to their requests.

Helping children make a positive contribution

The provision is satisfactory.

Adequate arrangements are in place to promote equality and diversity. Children are respected as individuals and take part in all activities of their choice. They have access to a range of activities and resources which staff use satisfactorily to help them learn about differences in their community and the wider world. For example, they celebrate Chinese New Year through doing creative activities and visit places of interest, such as the Discovery Museum.

Children generally behave in an acceptable manner. They are encouraged to be respectful to one another through the example staff display, and a vote of approval is given when they patiently wait for their turn on the games console. Children respond positively to staff's praise and encouragement which promotes their self-esteem.

Children benefit from the staff interacting sufficiently with their parents which enables their individual needs to be met. Staff and parents share information regarding their children, therefore, children receive continuity of care and parents' wishes are adhered to. Parents receive a welcome pack which gives basic information about the provision and the breakdown of some of the policies. They are positive about the provision and the care their children receive. Staff communicate with parents in a variety of ways, such as using a notice board to display relevant and useful information or having informal chats. Parents are given opportunities to have an input and share their thoughts through the suggestion box provided.

Organisation

The organisation is satisfactory.

Appropriate recruitment and vetting procedures ensure staff are suitable to work with children. The proportion of qualified staff caring for children is satisfactory and when possible staff attend training to up date their knowledge and skills. New staff are supervised and given support during their first few weeks, however, they are not fully informed of the provisions policies and procedures. Therefore, the care children receive is put in jeopardy.

The environment is suitably organised and appropriate staff to child ratios are maintained. Children are supervised to ensure their safety as staff deploy themselves sufficiently among the children. Staff use their time appropriately to assist children and interact with them throughout the sessions, therefore, children are settled and secure.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection it was recommended that the provision devise and implement a policy about the exclusion of children who are ill or infectious and ensure parents are aware of the policy, and that they ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. They were also recommended to improve fire safety procedures by having a fire blanket which conforms to BSEN standard and is accessible in the kitchen area.

A policy is now in place for the exclusion of sick or infectious children, however, this needs to be further improved so that parents are aware of the procedure. Children now have access to a range of resources that promote diversity and anti-discriminatory practices, such as small world people, figures depicting varying degrees of ability and children choose whatever they want to play with. A fire blanket conforming to BSEN standard is now displayed in the kitchen area and it is checked regularly.

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 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 parents are made aware of the provision's exclusion policy
- ensure staff increase their knowledge and understanding of child protection issues
- ensure all new staff members are aware of the provision's policies.

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