

# Honeysuckle Playgroup and After School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY340782
<b>Inspection date</b>	05 March 2008
<b>Inspector</b>	Lynn Dent
<b>Setting Address</b>	Newbold C E Primary School, School Lane, Newbold Coleorton, COALVILLE, Leicestershire, LE67 8PF
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<b>Registered person</b>	Honeysuckle Childcare
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://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?

Honeysuckle Playgroup and Out Of school club is one of three settings which are privately owned and run by Honeysuckle childcare. It opened in 2006 and operates from a mobile classroom within the grounds of Newbold C E Primary School. It is situated in Newbold Coleorton on the outskirts of Coalville in Leicestershire. A maximum of 26 children may attend the setting at any one time. The after school club is open each weekday from 15.15 to 18.30 during term time only. All children share access to a secure outdoor play area.

There are currently 40 children from four to under eight years on roll. Children come from a wide catchment area, as they are collected from Newbold C E Primary School and other schools in the surrounding villages. The setting employs three staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are well protected from the risk of infections as clear procedures are successfully implemented to manage this. For example, children with diarrhoea or sickness do not attend the club until they have recovered for 48 hours. The policy for sick children is shared with parents at induction and includes a list of infectious illnesses and the incubation periods. As a result, parents have clear procedures to follow when their children are ill. Although the setting does not generally administer medication to children, appropriate procedures are in place and written consent sought before this happens. A clear policy is in place to manage long term medication, for example, inhalers. Following accident children receive the appropriate first aid as staff hold relevant qualifications.

Children receive a balanced diet that includes all the essential food groups. They receive hot meals such as shepherd's pie or pasta with vegetables and a dessert of fresh fruit which the children clearly enjoy. The menu is changed daily and children can choose to eat sandwiches instead of a hot meal if they prefer. Some parents prefer to provide meals for their children and this is respected. Children's individual dietary needs are met as staff work closely with parents to identify and detail this information in the children's records.

Children are motivated to maintain and enjoy a healthy lifestyle because staffs promote the benefits of healthy eating during cooking activities. As a result, children can clearly explain that too many sweets and fatty foods are not good for them. They independently access water and juice throughout the session. Therefore, they do not become dehydrated. Children are supervised when they visit the toilet or wash their hands. However, they are independent in managing their personal care and understand the reasons for this. This is shown as children explain that they wash their hands to remove germs that might enter their mouths when they eat and make them sick and ill.

Children take part in a good range of daily outdoor activities that they enjoy. For example, they play football, jump over and use skipping ropes, play chasing games and use other sports equipment. Consequently, they show good balance and coordination. Children show well-developed hand-eye coordination as they serve their own meals, pour drinks, use cutlery, scissors and other craft resources competently. They also enjoy using a 'Play Station 2' and engage in craft activities such as making games and items from clay.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's safety is maintained well because staff successfully implement clear policies and procedures to ensure this. Daily risk assessments of the premises means potential hazards are identified and the appropriate action taken to make them safe. However, children can enter a storeroom in the toilet block. Therefore, their safety is not fully protected although staff supervise them during hand washing. Toys and equipment are in good condition and children can independently access these because staff ensure they are set out safely. Staff are vigilant about keeping the door locked at all times to ensure children cannot leave the premises unsupervised or with an unknown adult. A record of children, the adults caring for them and visitors to the club is accurately maintained. Therefore, staff are aware of who is on the premises at all times.

Staff are very aware that an external gate in the outdoor play area is not locked due to people requiring access to the school. Therefore, they ensure it is kept closed and staff stand by the gate when children are out playing to ensure that they cannot leave unsupervised and anyone entering does not approach or pose a risk to them. Children know that they are not allowed to fetch balls that they kick over the wall. When this happens staff are vigilant in closing the gate behind them while they fetch the ball. However, on the day of inspection a child climbed onto a high wall to see where the ball had gone. Staff immediately asked the child to get down and he stood on a lower wall. Consequently, on this occasion the child was at risk of falling. During outdoor play football is restricted to the enclosed playground. This ensures that children playing other games are protected from being hit by the ball.

Children clearly understand the emergency evacuation procedure because they practise this regularly. As a result they can explain that when the whistle is blown they must quickly line up by the door before the building burns. Children know that rules are in place to keep them safe and not hurt anyone else, for example, they know they must not run indoors, throw, kick or hit their friends. Children know they must walk on the path when they are collected from other schools and also wear their seatbelts at all times when in a vehicle. This shows that children have a good understanding about how to keep themselves safe.

Children are not currently taken on outings. However, the club has clear procedures in place to keep the children safe when this happens. Very clear risk assessments and procedures for collecting and transporting children from schools in the surrounding villages are implemented. As a result, children's safety is effectively maintained. Children's welfare is protected well because staff can identify a range of signs and symptoms of child abuse and neglect. They clearly understand the internal procedures for reporting concerns to the management and their responsibility to implement the Local Safeguarding Children Board reporting procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff plan a weekly programme of stimulating activities and play experiences for the children. For example, they have the opportunity to participate in making and playing board games, using clay and Hamma beads, cooking and quizzes. Children also have daily opportunity to play outside. Good organisation means time, space and resources are managed well to ensure children can participate in adult-led activities, physical play, free and structured play and can relax. They can independently access the necessary resources to support their play and also craft resources. Therefore, they learn to make choices.

Children arrive happy and eager to engage in the range of stimulating activities and experiences provided for them. They enjoy themselves and are motivated because staff treat them with respect and provide developmentally appropriate and effective interaction to support their play. Therefore, children are confident to explore and try things out. For example, children make their own board game, staff talk to them and offer advice such as placing arrows to show where to go next in the game. Staff respect children's wishes not to participate in the planned activity. As a result, some children are making signs for their bedroom door, cards for people they know and posters showing the names of their friends. This means that they are confident to explore, initiate and extend the experiences provided.

Staff are effective in supporting children's learning and play. This is shown as they help children to understand the rules of Monopoly and help them extend their language as they explain the meanings of words. For example, a child inherits some money as part of the game and staff

explain that this means they receive something when someone dies. Younger children are effectively helped to count out money to pay the banker for the property they have purchased. Children show good imagination as they develop role play and use toys to help them do this. This means children are making good progress in their play and learning.

All children have the time and opportunity to play alone and with their friends. Therefore, they learn to show respect, care and relate well to others as they develop good social skills. Staff are deployed to play with the children. Consequently, close relationships are fostered based on mutual respect. As a result, children feel valued and confident to approach and engage staff in conversations. Staff are genuinely interested in what children say. This is shown when they ask and receive the opportunity to play different games. Consequently, routines and planning are flexible to take account of children's individual needs and interests and a box is available for them to place suggestions about what they would like to do at the setting in the future.

### **Helping children make a positive contribution**

The provision is good.

All children feel valued and special in the setting because the staff provide a warm and welcoming environment and spend time interacting with them. Children develop an understanding of the differences in society and respect for those who help them as they participate in a range of activities to promote festivals and events throughout the year, for example, Mother's Day, Easter and Diwali. The setting displays a poster in a range of languages to show children that their home language is respected.

Children's welfare is effectively promoted through working in partnership with parents and carers. Parents receive clear information at induction about the setting and details about the children are collected to underpin the care they receive. Ongoing daily discussions between staff and parents ensures they are kept well informed of their child's day. Consequently, all parties are fully informed of the children's individual needs which are effectively met. A notice board for parents provides them with a range of information about the setting and a file of all the settings policies and procedures is on site. Therefore, information about the setting is readily available at all times.

Children enjoy mutually respectful relationships with their friends and the staff because they have been involved in setting the realistic rules in place. Consequently, they follow these and understand that the rules help them to develop good manners and not hurt themselves or their friends. Staff are good role models for behaviour due to the clear guidelines set by the management which include not using raised voices with children. Positive praise and a team points system helps children to learn to work together harmoniously. This means that children are allocated to a team and they receive points for good behaviour, helping and eating nicely. The points are regularly counted and the winning team gain a small reward such as a pencil, eraser or gel pen. Consequently, children's self-esteem is high and they play harmoniously with their friends and also share toys, resources offer support during activities. For example, they help each other to make board games and talk about playing these together. Staff explain developmentally appropriate behaviour management techniques that they use to manage unacceptable behaviour such as distracting children's attention and discussion.

## **Organisation**

The organisation is good.

The management shows a clear commitment to improving the service they provide. As a result, all policies and procedures have recently been updated and the setting has implemented improved risk assessments. These work effectively in practice to underpin and promote the children's well-being and safety. Robust recruitment procedures and an induction period ensures that new staff are armed with the information they need to successfully implement the setting policies and procedures. Consequently, children's care and welfare is enhanced.

The manager is actively involved in the daily care of the children and ensures that planned activities are flexible and developmentally appropriate for the children that currently attend. Therefore, all children can take part at their individual developmental stage. For example, children are playing a game of Monopoly, staff help the younger children to understand the rules. The effective organisation of the room ensures that children can move around safely accessing a good range of activities. Information about the children is readily available as detailed records are organised well to support their care. Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the quality of care was judged as inadequate. The registered person needed to ensure there are adequate and hygienic facilities available for nappy changing and the children's toilet area is well maintained, clean and of an appropriate temperature; carry out rigorous risk assessments on all areas including procedures for collecting children from schools, and take appropriate steps to ensure children's safety at all times; improve security to the premises and ensure the main door to the mobile classroom is maintained in working order and can be easily and effectively secured at all times; improve knowledge and understanding of child protection issues in relation to allegations being made against a member of staff and ensure that procedures in place are clear and fully inform staff of all the different categories of abuse and neglect.

The registered person has taken the appropriate steps to meet the actions. A wall mounted changing table and heater have been installed in the children's toilet area and the water temperature has been increased. The policy and risk assessments for transporting children and collecting them from school have been improved. The main door to the mobile is kept locked. The procedures for handling allegations of child abuse against staff is in place and appropriate. Therefore, children's health, safety and well-being are enhanced.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that the 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 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):

- ensure that hazardous materials are made inaccessible to children. This is with regard to access to the storeroom
- further promote children's safety within the setting. This is with regard to the wall by the main gate.

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](http://www.ofsted.gov.uk)