



# Trojans Bonneville After School Club

Inspection report for early years provision

<b>Unique Reference Number</b>	EY243503
<b>Inspection date</b>	07 March 2007
<b>Inspector</b>	Mauvene Burke
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<b>Registered person</b>	Kids' City
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Trojans Bonneville After School Club was opened in 2003. Situated in Bonneville Primary School the group has use of a hall, library, cookery room, an additional room, children's toilet and washing facilities, separate staff toilets and the playground. A maximum of 24 children may attend the after school club at any one time. During holidays, a maximum of 40 children may attend at any one time. The group opens five days a week during school term times. Sessions are from 15:30 to 17:45. The holiday play scheme opens during school holidays. Sessions are from 08:00 to 17:45.

There are currently 71 children aged four to under eight years on roll. Children attend a variety of sessions. The out of school club currently supports a number of children with learning difficulties.

The centre manager plus three members of staff and specialist tutors work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Most children are learning about personal hygiene through daily routines such as washing their hands before coming into the classroom for their snacks and after going to the toilet. However, not all the children actively do this and staff do not check sufficiently enough to ensure that this task is adhered to by all.

All regular staff working with the children hold a current first aid certificate. This ensures that children's well being is safeguarded appropriately in the event of them having an accident. Accidents are dealt with promptly by staff and documented in the daily diary and countersigned by parents. The majority of staff handling and preparing food have attended basic food hygiene training, they follow good hygiene practices which helps to prevent cross-infection.

Children are provided with a satisfactory choice of nutritious food. This helps them to begin to develop healthy eating practices. Choices included fresh pieces of fruit, yoghurt and raw carrots; children will occasionally be offered crisps, and cakes. Snack times are a sociable occasion and allows children to relax and talk about their day in school, they enjoy their food. Although drinks are available on request and drinking water is available from water fountains in the playground, children are unable to access fresh drinking water for themselves in the main playroom. This limits their development of self care and independence.

Opportunities for children to be active, learn to control their bodies and develop their physical skills are good. Children play outside daily weather permitting; they enthusiastically participate in a good range of physical activities which promotes their health well such as Tae kwon-do, skipping and football. They enjoy running games and balancing such as when they participate in the game Twister.

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

The provision is satisfactory.

Children are cared for in a bright and welcoming environment with plenty of space available to them. Children come into the main classroom, chatting excitedly with each other; they settle quickly into the setting's daily routines, for example, as they come in, they hang up their coats, place their book bags into the designated containers and sit with their friends whilst waiting for their snack. This provides children with a sense of belonging and security. Children's work is attractively displayed and there are defined areas of play.

Children are unable to access equipment and resources themselves as staff select equipment beforehand; thus prohibiting their opportunity to make their own choices. In addition to this,

the equipment available is somewhat limited; again providing very little choice for children. Staff have identified this and have put in place an action plan to provide more resources.

The current daily risk assessment that is in place is not effective and only covers the inside of the premises. For example, staff miss hazards within the setting that pose a risk to children such as the sharp knife. Although documentation for daily assessments is available, these are not sufficiently maintained. As a result children's total safety is being compromised. Nonetheless, the system to ensure the premises remain safe whilst children are on the premises is effective.

Staff demonstrate a good and secure understanding of child protection issues and are clear about appropriate procedures to follow if they have concerns regarding a child's welfare; this helps them to protect children from harm and neglect.

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

The provision is good.

Children enjoy their time at the after school club. The atmosphere is bustling and lively from the time that the children arrive into the classroom until they leave. They enter with plenty of laughter and chatter. Children have opportunities to participate in a wide range of planned fun activities which helps promote their development in all areas. These include the football club, martial arts club, the Roald Dahl book club and cookery club. In addition to this, children engage in competitive games such as chess, Twister and Connect Four as well as activities which stretch their creativity and imagination. Children are able to express their feelings and explain to adults what they have created. For example, one child had drawn a very detailed picture of a drink machine he had "invented"; the machine allowed him to have a drink whenever he wanted as it was able to follow him everywhere. Children are at ease in the club and are encouraged to choose what they want to do beforehand via the written planned activities and clubs available. This gives them confidence to initiate and extend their own play and learning during both child-initiated play and planned activities. Children have good levels of concentration and are able to complete tasks; they are highly involved in their play and relate well to each other and adults.

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

The provision is satisfactory.

Children are all valued and respected as individuals. Staff ensure children's inclusion by being aware of their individuality, age and stage of development. Children with additional needs are appropriately supported and staff work closely with the school and parents to ensure children's individual needs are met. Children benefit from the friendly informal relationships between staff and parents. Staff help children to settle by asking parents for appropriate information concerning their child's welfare. This information is clearly documented on their registration forms before the placement begins. This contributes considerably to each child's well being whilst attending the club.

Children behave very well. They know what is expected of them because they help to write the club behaviour rules. Children get along with each other well and treat each other and staff

with respect. Children are nominated as table leaders after snack time, this gives children a sense of responsibility and they relish in their roles as they give instructions to the children on their table. Staff are mostly consistent in the way they manage children's behaviour, however, they do not always give children explanations as to why a particular behaviour is not acceptable.

Although policies and procedures are not readily available to parents, there is a notice board where general information is displayed. An appropriate complaints procedure is in place to make sure that parents know what to do if they have a concern and a system to share complaints with parents has not yet been developed. Parents are comfortable in the setting and are confident to speak with staff about any aspect of their child's welfare.

### **Organisation**

The organisation is satisfactory.

The staff team work well together to create a friendly and stimulating atmosphere. Staff show a genuine care and interest in the children. Children develop a secure sense of belonging because the staff have a good knowledge of their individual needs. They provide a warm, caring environment and offer good support to all children. The space is well organised to enable children to participate in a range of activities including active and more energetic play. Effective induction procedures are in place and assist new staff in becoming familiar with the setting's policies and procedures.

Although most of the required paperwork is in place and securely stored, some are not easy to find. Policies and procedures are currently in the process of being up-dated. The certificate was not displayed and the centre manager was unaware that it was missing. Procedures for the recruitment and vetting of staff ensure that they have the required qualifications and experience and are suitable to work with children. Nonetheless, unvetted staff have been left unsupervised with children for short periods of time. Along with this, risk assessments are not effectively carried and as a result, children's safety is being compromised.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection, the setting was asked to improve the resources to reflect positive images of disability; conduct risk assessments; renew the public liability insurance; ensure that gas and electrical appliances were tested and to provide a written policy for administration of medication and parental consent to seek emergency treatment.

The setting has now devised a written policy for the administration of medication and parents have now given consent for them to seek emergency treatment and advice. This means that children's health and welfare have improved. The setting now have a valid public liability insurance and confirmation that gas and electrical appliances have been tested has been seen. These therefore do not pose a risk to children.

The setting has not fully met the recommendation asking that they conduct risk assessments of the premises, this has been identified at this inspection and a further recommendation made. The setting have yet to develop the resources to reflect positive images of disability.

### **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 staff reinforce to children, the importance of washing their hands before eating and after using the toilet
- carry out rigorous risk assessments and take appropriate steps to ensure children's safety at all times
- improve the resources to reflect positive images of disabilities
- ensure that unvetted staff are never left alone with children at any time
- ensure that the certificate of registration is displayed at all times in a position accessible to parents.

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)