



## Ashbrook Tigers

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY279991                                                                                 |
| <b>Inspection date</b>         | 20 March 2007                                                                            |
| <b>Inspector</b>               | Justine Ellaway                                                                          |
| <b>Setting Address</b>         | Ashbrook Infant & Junior School, Victoria Avenue, Borrowash, Derby, Derbyshire, DE72 3HF |
| <b>Telephone number</b>        | 01332 662695                                                                             |
| <b>E-mail</b>                  |                                                                                          |
| <b>Registered person</b>       | Ashbrook Tigers                                                                          |
| <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?

Ashbrook Tigers is an Out of School Club. It opened in 2004 and operates from the dining room and main hall of Ashbrook Infant School, Borrowash, Derby. A maximum of 40 children may attend the club at any one time. The club is open each weekday during term time from 07.30 to 09.00 and 15.15 to 18.00 and during school holidays from 07.30 to 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 30 children aged from three to under eight years on roll. Children come from Ashbrook Infant and Junior School. The club currently supports children with learning disabilities.

The club employs six members of staff. Of these, three hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is well promoted within the setting. All staff members have a first aid certificate. Accidents and the administering of medication are clearly recorded and all relevant permissions obtained. Additional information is given to staff if children have any specific illnesses and staff receive training on how to administer technical medication.

Effective hygiene procedures are in place. Children wash their hands before snack and understand why they do this. There is a clear written procedure for changing nappies and soiled clothes. Children who are ill or infectious are excluded to minimise the risk of cross-infection.

Children enjoy regular opportunities to be active and enjoy physical exercise. There is ample space inside for them to move around freely, to play on the floor and to engage in physical play such as dancing if they want to. They play outdoors on a daily basis with age-appropriate sports equipment. Children enthusiastically join in games such as bat and ball and running. As a result their physical skills are well promoted.

Children enjoy an ample healthy snack such as cucumber, tomato, pepper, cheese and crackers. They help themselves to the food and pour their own drinks promoting their independence. They sit together and chat which promotes their social skills. Alternatives are provided for children who have allergies or who do not like certain foods.

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

The provision is good.

Children are comfortable in the welcoming and well organised environment. There are colourful displays of the children's work which promotes a sense of belonging. The toys and resources are laid out for when children arrive and they immediately begin playing. There is a good amount of space and it is well organised so that children can sit in the book corner on the cushions and relax without interruption. There are separate areas for eating and playing with the play station as well as table top activities. A good range of toys and resources provide stimulation and enjoyment. Staff regularly put out the toys that the children always want to play with. There is a large amount of the favourite toys, such as Lego, so that all children can join in if they want to. As a result children enjoy their time playing with the toys.

Children's safety is well promoted within the setting. There is a clear health and safety policy listing the procedures the setting follows to minimise risks and hazards along with a detailed risk assessment. Procedures for managing access to the premises prevent children leaving unattended and unknown visitors. Children are carefully supervised when outside and reminded of the rules, for example, not kicking balls in certain areas of the playground. High staff ratios are followed when children go on outings to fully promote their safety. Staff are clear on child protection procedures. The designated person has recently attended training to refresh her knowledge. The setting is currently updating the policy to reflect recent changes.

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

The provision is good.

Children are happy to attend the club. They enjoy playing with the toys and resources and their friends. Some of them do not want to leave when they are collected by their parents. They comment how much they enjoy doing the different activities. Children play calmly and when they join a game or activity they do this without interrupting others.

Children are comfortable and confident with each other and the staff. As they arrive they talk to the staff about what they have been doing. Staff encourage children's self-esteem by talking to them and showing an interest in them. If a child starts to make something and does not finish it during the session, staff save it so they can finish the next time they attend if they wish. As a result children feel valued. Children of all ages play together which positively develops their social skills and encourages a friendly family feel about the club.

Children engage in a wide range of activities and play opportunities that provide enjoyment and are appropriate to the ages and interests of the children attending. For example, they do art and craft, baking, outdoor games, karaoke and free play. There is a suggestions box where children can post ideas for future activities. Staff consult children periodically during term time and before school holidays so they can contribute their ideas for activities.

Children use their imagination well whilst at the setting. They make up their own games and pretend that certain toys and resources represent other objects. For example, two boys each build a house with the Lego and make unusual fixtures and fittings such as a lava lamp from the bricks.

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

The provision is good.

Children's needs are met well to ensure they are comfortable and receive appropriate care whilst at the club. Children's ideas and suggestions are incorporated into the planning. Information about children's needs is gathered at the time of placement. Staff know the children well. As a result consistency of care is promoted.

Children play very well together including children of different ages. Staff promote a positive environment in the way they interact with the children and praise and encourage them. They are consistent in how they manage inappropriate behaviour so that children develop an understanding of right and wrong. A clear and detailed behaviour management policy supports the good practice.

Children with special needs receive a good level of support. Staff are proactive in liaising with external agencies where appropriate and accessing support and resources where required. Regular information is shared with parents to promote consistency of care. The written policy is brief and does not fully reflect the practice in the setting.

Children become aware of wider society through an appropriate range of resources and a good range of activities looking at different cultures. The setting has resources including disabled

play people and books and puzzles that reflect people of different cultures. The setting celebrates and acknowledges different religions and cultures with the children. During a recent topic on Jamaica the staff ordered food from a local Jamaican restaurant for the children to have for tea.

Parents receive useful information about the setting at the time of placement and have regular communication with staff when they collect their child. Information is well displayed to keep parents informed of activities, along with regular features in the school newsletter about changes or future events. As a result consistency of care is promoted. Appropriate procedures are in place to manage any complaints although the complaints process is lengthy.

## **Organisation**

The organisation is good.

Good deployment of staff and organisation of the session means that children enjoy good support. Staff prepare the snack and lay out the toys prior to the children arriving. As a result children have one to one and small group time during the session and are not waiting whilst things are set up and laid out.

Thorough recruitment and vetting procedures ensure that adults are suitable to work with children. Induction covers relevant information that staff need to know. There is regular communication to ensure that consistency of care is promoted. The person in charge attends the management committee meetings and holds regular staff meetings. There is also regular communication between staff before, during and after the session.

The setting demonstrates a positive commitment to improve through training and self-evaluation. Staff regularly attend relevant training courses and have recently attended first aid, additional needs, introduction to equal opportunities and introduction to child protection. Detailed and well organised self-evaluation forms evidence how the setting meets the National Standards. The person in charge is continually updating her paperwork when any changes are received to ensure she has the correct information. This positively impacts on the care provided for children.

All of the required policies and procedures are in place. However, a couple of them do not accurately reflect practice and there are two versions of two of the policies which could result in confusion in practice for staff. Registration records are appropriately maintained for children and staff although they do not reflect the exact time of arrival and departure. Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the setting was asked to ensure that the methods used to encourage appropriate behaviour are stated within the club's behaviour policy. The setting has expanded

the information in the behaviour management policy to include this detail. As a result consistency of care is promoted.

### **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 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 the policies and procedures contain relevant information and reflect practice within the setting
- ensure that registration records show the hours of attendance.

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)