



# Finborough School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY311246
<b>Inspection date</b>	07 February 2006
<b>Inspector</b>	Gill Thornton
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<b>Registered person</b>	Finborough School
<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?

Finborough School After Care is part of an independent co-educational school. The provision was registered in 2005 and operates from the nursery, pre-prep class room and the quiet area of the main school, which occupies an eighteenth century hall in extensive grounds near the village of Great Finborough in rural Suffolk. A maximum of 16 pupils may attend the provision at any one time. It is open during term time only from 08.00 to 08.45 and from 15.20 to 18.00. All children share access to a secure outdoor play area.

There are currently 16 children aged from 3 to 8 years on roll. Children attending the

provision are all pupils at the school. The club employs 10 staff; 5 of the staff including the manager hold appropriate teaching qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn to understand simple health and hygiene practices through the regular routines of the provision. They receive appropriate care if they are ill or have an accident because staff have attended first aid training and are aware of the correct procedures for recording accidents and medication administered. However, more than one entry is recorded on the same page, so not observing confidentiality.

Children are well nourished. They sit down together to enjoy a substantial hot or cold tea in the school dining hall. A healthy option such as a salad bar and fresh fruit salad is available, but children are tempted by their favourites of chips, beans and chocolate doughnuts. Children have free access to water or squash throughout the session to ensure they are not thirsty. Children are not provided with breakfast during the brief session before school but fruit is available if they are hungry.

After the structure of the school day children are able to relax or rest in the quiet area according to their individual needs. During fine weather children take part in physical play activities in the extensive school grounds.

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

The provision is satisfactory.

Children are cared for in a secure and mainly safe environment where steps are taken to minimise risks to children. However, the top of the fire guard in the middle room can get very hot so posing a risk to children. They have access to an appropriate range of good quality toys that meet safety standards. These are stored within the classrooms so that children can choose for themselves what they would like to play with.

Children's safety is promoted by the clear routines of the provision, the youngest children come straight to the session from their adjoining classrooms and older children understand the rules about coming directly to the provision once lessons have finished. In the morning younger children go straight to their adjoining classrooms and any older children are collected by their teacher. Children learn about safety through practising fire drills and they are aware of the boundaries when playing outside in the school grounds.

Children's welfare is safeguarded because staff attend regular in-house child protection training and would follow the appropriate procedures in line with the school child protection policy if they were concerned.

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

The provision is good.

Children are relaxed and confident in the familiar environment. They are able to choose how to spend their time after the structure of the school day and happily play together with the toys and activities available within the nursery and pre-prep rooms. The accessibility of the resources allows children to initiate their own play and follow their own interests. Children look forward to playing with their favourite toys and resources outside the confines of the school day.

Children are motivated and interested in the broad range of developmentally appropriate resources which contribute to their all round development. Children are very confident communicators, initiating conversation with their peers and adults and excitedly talking about things that are important to them. Children make positive relationships with adults and their peers as they interact and negotiate during their play. For example, while building with Duplo or playing together using their imagination in the sand tray.

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

The provision is good.

All children are encouraged to participate fully within the provision. They make positive choices and decisions about how they wish to spend their time and develop a sense of belonging because staff take time to listen to them and value their contributions. Children have equal opportunities to access resources and equipment that meet their individual needs, so that they become confident and independent. The provision has effective arrangement in place to support children with special educational needs in line with school policy.

Children understand the expected rules of behaviour. They remind each other to share and take turns, for example while playing on the computer. Staff are good role models and children respond well to their calm and consistent manner. Children are gently reminded to be polite and to show respect for others. Children have opportunities to become aware of the wider society through access to resources and displays around the room reflecting diversity.

Children benefit from the positive relationships which are built with parents. Good communication, both written and verbal, ensures that parents are well informed about the provision and that staff follow parents' wishes regarding their children's care. The flexible care provided meets the needs of parents using the provision. Overall, children's needs are met.

## **Organisation**

The organisation is good.

Operational procedures and policies work in practice to support the successful running of the provision. All the required written consents and documents are

maintained to ensure staff follow parents wishes regarding their children's care. Space and resources are organised effectively to provide a stimulating environment where pupils from the school enjoy playing together before and after the school day.

All teaching staff undergo robust recruitment and vetting procedures to ensure they are suitable to work with children. Sixth form students from the school are employed as assistants and go through a school selection process to assess their suitability for their role. However, they do not undergo Criminal Record Bureau checks and they are occasionally left unsupervised with the children for short periods of time. This puts them and children in a vulnerable position. All staff are aware of their own roles and responsibilities within the provision and good adult to child ratios support children's enjoyment and achievement and their ability to make a positive contribution.

Overall, children's needs are met.

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

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since 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 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):

- improve procedures for recording accidents and medication administered to observe confidentially
- ensure fire guard around heater in middle room does not pose a risk to children

- ensure that any person who has not been vetted is not left alone with children

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)