



YMCA After School Club@St. John Fisher Primary School

Inspection report for early years provision

Unique Reference Number	EY314944
Inspection date	19 June 2006
Inspector	John Edwin Warren
Setting Address	St John Fisher RC Primary School, Grand Drive, London, SW20 9NA
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Registered person	Kingston and Wimbledon YMCA
Type of inspection	Childcare
Type of 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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

YMCA after school club is based in St John Fisher Primary school. It occupies two large classrooms and children also have access to a large outdoor play area that has climbing apparatus, a field and an all weather play surface. The group was registered in November 2005. The group is registered to accept 32 children from four to eight years. There are currently 43 children on roll. There are four staff one has a level 3 qualification two have a level 2 and one is working towards a level 2. The group opens from 15:15 until 18:00 and accepts children from the school. The group operates term time only and receives support from the local authority early years partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from the use of a well resourced outside play area and large climbing apparatus. They enjoy the open space and the freedom to enjoy physical activities that are of interest to them. For example, children choose to play ball games on their own and in groups. Children have a very good understanding that whilst they are having fun playing outside it is also helping them to remain healthy. Children go to the bathroom and wash their hands before snack times. They know that by washing their hands at certain times this will help to prevent them from becoming unwell, for example, stomach upsets. The staff ensure that sickness procedures are implemented and are shared with the parents. The procedures the group has are good and take into account the needs of the individual and those of the group, for example, if children become unwell and may be infectious they are cared for away from the other children until their parent arrives. If children require medication whilst attending the after school club, staff ensure there is accurate recording and clear communication between themselves and the parents. Children also benefit from a staff team that has sufficient members who have an up-to-date first aid qualification.

Children are provided with a healthy diet that meets their individual requirements. Children are knowledgeable about healthy foods and welcome the introduction of new foods. For example some of the themed work is linked to the menus, allowing children to try food from cultures that may be different from their own. Children have developed their own rules at mealtimes to ensure they remain healthy, for example, not to share food as some children may become unwell if they eat certain foods.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play freely and with confidence in a safe and secure environment. Children benefit from delegated members of staff who carry out regular risk assessments. Any accidents that may occur are recorded with accuracy and countersigned so that parents are informed. These areas are then risk assessed to ensure the risk of reoccurrence of the same incident is kept to a minimum. Children learn to keep themselves and others safe whilst attending the group. For example, all children push their chairs in when leaving the table so that they do not become a trip hazard. Fire drills are carried out on a regular basis and children know what to do if a crisis should occur. Children remain safe when outside of the building, because staff check outside areas to ensure they are free from hazards. Children are provided with a good range of play and learning resources that are appropriate for their age and stage of development. Children understand that the resources must be used correctly or they may cause an injury to themselves or their peers.

Children's welfare is protected by a staff team who have a good knowledge of the child protection procedures. They are aware of the signs and symptoms of abuse and clearly know what action to take if they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy playing and learning in an environment where staff listen to their requests. Children are provided with ideas for activities by the staff team. These are then developed by the children who add interests and ideas of their own. For example, they create large collages for the wall. They work as a team and share ideas on how to enhance their creation. Children listen well to their peers and happily acknowledge that they may have ideas different from theirs. Children take part in many creative activities, the majority of which are led by them. They use their creative skills to make up new games and write stories with members of staff. Some children choose to complete some of their homework in the group. They receive good support from the members of staff who use effective questioning to enable the children to discover the answers on their own. Children enjoy playing in small and large groups with games that require co-operation. There are times when the children disagree with their opponent. However children have developed good negotiating skills and will endeavour to solve these disagreements on their own. If they are unable to they are confident enough to ask staff members for support. Children are very good at expressing their likes and dislikes. For example, when faced with a quiz, children show displeasure at themes chosen by the staff and suggest themes of their own. Children are proud of their achievements and share them with others. For example, they explain in detail to visitors their creations which are displayed prominently on the walls, giving the children a sense of ownership. Children are given the opportunity to develop a wide range of large physical skills. For example, they are very adept at moving at speed with basketballs and footballs, using both hands and feet.

Helping children make a positive contribution

The provision is good.

Children enjoy playing in an environment where they have equality of access to all equipment regardless of their gender. For example, when playing football outside teams include boys and girls. Children are developing an understanding of cultures different from their own through themed activities. However there are insufficient resources that promote positive images of ethnicity, culture, gender and disability. The group welcomes children who have disabilities or learning difficulties. They have a clear special educational needs policy and receive support from the local authority when necessary. Children's behaviour is generally good and staff offer the children a good amount of positive praise for their efforts. Any disputes that do occur are often resolved by the children and end in both parties apologising to each other. This creates a fun and relaxed environment where children can play with little interruption.

Partnership with parents and carers are good. They are welcomed into the group at the end of the day and given feedback by the staff team. The parents have easy access to their own notice board and all of the projects policies and procedures, allowing them to be well informed about any changes or upcoming events. There is a procedure in place to allow the parents to express any concerns they may have,

however contact details for the regulatory body are out of date. This would cause some delay in their concern being resolved.

Organisation

The organisation is good.

Children's care is enhanced by efficient and effective organisation. All children confidently self select their own play and learning experiences. Staff have made best use of all available space, giving the children the opportunity to play in small or large groups or if they wish find a quiet area for a more sedate activity, for example, reading books.

All staff are knowledgeable of the out of school projects policies and procedures. They know the most effective course of action to take in any event, for example, if a child is uncollected. Staff work very well as a team, for example, within the playroom they delegate themselves into areas where they can give the best support to the children. Procedures are robust and easy to follow by all staff members. A good induction for all staff ensures that when they begin work within the project they already have a good understanding of the operational plan and all policies. Children benefit from the support of a staff team who attend regular training to ensure that they remain knowledgeable in all areas of childcare and enhance the good standard of care being offered within the project.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the time of 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

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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 children are provided with the opportunity to access resources that show positive images of gender, ethnicity, culture and disability
- ensure complaints procedures are brought up-to-date with correct contact details.

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