



## St Cecilia's Afterschool

Inspection report for early years provision

<b>Unique Reference Number</b>	EY244839
<b>Inspection date</b>	14 November 2006
<b>Inspector</b>	Margaret Patricia Mellor
<b>Setting Address</b>	St Cecillas School, Snaefell Avenue, Liverpool, Merseyside, L13 7HB
<b>Telephone number</b>	07919 084 206
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<b>Registered person</b>	After School (UK) Limited
<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?

St Cecilia's After School was registered in 2002. It is one of five privately run settings and is based in St Cecilia's Infants School situated in Liverpool. Children primarily use the infants school hall for their care and play experiences. They also have use of the junior school hall and four classrooms. There is a secure fully enclosed area for children's outdoor play. They serve children attending the school.

The setting is registered to care for a maximum 32 children aged from three to under eight years at any one time. It operates during term time on Monday to Friday from 08.00 to 09.00 and 15.00 to 17.00. There are 49 children on roll aged from three to 11 years.

The setting employs four staff to work with the children. All staff have a relevant qualification in either childcare or play work. They receive support from Sure Start Services of Liverpool Children's Services. They are a member of 4 Children.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's understanding of a healthy lifestyle is fostered and encouraged as staff provide a wide variety of healthy food options. The afternoon snack is particularly wholesome and served in ample portions so children are well nourished. Children gain independence as they make their own wraps and sit together and socialise with staff. Staff are keen to share healthy eating ideas with the children through practical activities, such as making fruit smoothies or pizza with a variety of vegetable toppings. This increases children's awareness of a range of different tastes and textures. Children learn to listen to their bodies and promote their health as they independently help themselves to drinks of water when thirsty or after exercise.

Children have plenty of fun as they eagerly join in activities planned by staff that encourages them to be physically active. They are promoting their climbing and balancing skills confidently on the challenging structures in the outdoor play area. Children love to play musical chairs, do judo and talk enthusiastically about the football coaching, which builds on children's coordination and spatial awareness skills. Staff encourage cooperation and participation through the effective use of group games and resources, in particular the parachute and hoops. Children relish tactile and manipulative activities, such as cutting, painting and threading beads. This means that children further develop their physical skills through fun, play and learning experiences.

Children's health is promoted as staff act in their best interests when they are ill and store medication in an accessible place out of children's reach. Three staff have a relevant first aid certificate and the contents of the first aid box are regularly reviewed so that children's minor injuries are dealt with appropriately. Staff are well informed of health care issues, which helps to prevent the spread of cross-infection, promoting children's well-being. Children build on their understanding of personal hygiene as staff explain why being hygienic is important and children confidently talk about how washing their hands helps to get rid of germs. Children's health is further safeguarded as staff ensure that they use sun creams, wear hats and play in the shade on hot days. This is supported by the sun protection policy.

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

The provision is good.

Children are cared for in a warm, well maintained environment and cleaning systems are organised to reduce disruption to children. Children gain independence as they move freely and safely in the setting because staff vigilantly implement procedures when visitors and parents arrive. This is well supported by effective procedures and passwords for the collection of children in an emergency. All the necessary safety equipment is in place and staff carry out a weekly written risk assessment of the premises and equipment to effectively address any areas of concern. Children enjoy a variety of safe challenges in a secure enclosed outdoor play area. There are effective and well thought out procedures for keeping children safe and well, whilst enjoying outings, such as visits to the library. This means that the risk of children accidentally injuring themselves is minimised.

Children learn aspects of safety as they regularly practise what to do in the event of a fire and through discussions with staff about not to run in the hall or play on the stage. Staff give clear explanations to children as to why they must stop what they are doing, for instance, they may hurt themselves. Children's protection is further assured because staff have a sound understanding of child protection issues and the steps to take to safeguard children. This is supported by the detailed child protection policy.

Children play with a wide range of quality toys and equipment that stimulate enjoyment while providing appropriate challenges. The carefully chosen resources are maintained well because staff regularly check them so children remain safe. Children's self-esteem is promoted as they independently search out toys that appeal to them from the tables and trays at child height. They have plenty of fun as they eagerly pursue interests that appeal to them and often encourage others to join in with them. Children relax in comfort with their friends because the chairs, tables and comfy floor cushions are suitable for the range of children who attend.

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

The provision is good.

Children enjoy their time in the setting because staff provide a friendly welcoming environment contributing to children's personal, social and emotional development. They eagerly enter their base room, which is very welcoming because staff have set out a variety of toys and activities. Children are happy to see their friends as they form into small groups to relax after school, engage in creative play and chat about what they are doing. They have a good relationship with staff who spend time talking, listening and playing with the children. Children are keen to engage staff in their play, such as musical chairs, which they talk excitedly about. They are listened to by staff, and as a result are confident to make their needs known to the adults. Children's sense of belonging is fostered through consistent everyday routines, such as hand washing, snack and circle times. They show a good understanding of how to behave and keep themselves healthy and safe.

Children have a good time in the setting because staff plan first hand experiences, which enable children to make choices as they build on their knowledge, skills and understanding. They have good opportunities to join in activities as they play board games, paint and role play in the home area. Children play imaginatively and eagerly participate in a wide range of creative activities, such as weaving, painting their dough, hand prints and making models with construction resources. They particularly relish painting, playing outdoors and hand held computer games. They explore a range of sensory experiences as they listen to music, taste different fruits and finger paint. Children develop a generally good appreciation of the wider community. They talk fondly about their family, friends and what they do at the weekend. They have a strong sense of belonging and are proud of their achievements, which they eagerly share with others. Children's out of school club experiences are further enhanced as they are provided with opportunities to join in drama, judo and football coaching.

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

The provision is good.

Children are happy and confident in the setting because they are familiar with the building as they attend the school and happily join in the activities. They are very comfortable and at ease with staff, fostering children's sense of belonging. Children's play and activities help make the environment attractive to the children but there is no available wall space for them to display their art work. They develop some positive attitudes towards others as they play with the multi-cultural toys, read books, do puzzles and celebrate a range of festivals. Children attend from different family backgrounds, which also contributes to children's understanding of equality issues. However, there are few resources reflecting positive images of gender and disability. This means that children's understanding of the wider community is not fully extended.

Partnership with parents is good and children's needs are met well. Warm and friendly relationships have been established between the staff and parents and information is shared regularly. Parents are warmly greeted and engage in easy conversation with staff about their children's activities and interests. Parents are given a detailed welcome pack about the club activities as part of the enrolment procedures. A daily activity plan and snack menu are displayed on the notice board for parents to view. Parents comment very positively about their children's safety, care, activities and staff. This meaningful relationship between home and the setting contributes to children's continuity and the quality of care offered.

Children are cared for in a positive environment because staff use plenty of praise and stickers to acknowledge what children have done well, so they feel good about themselves. Staff are very attentive encouraging children to express their interests and talk about what they are doing. Children are busy and very involved in the activities and as a result behave very well. They are developing good social skills because staff have invited them to contribute to the club rules and acceptable behaviours. This means that children have a clear understanding of what is expected of them. Children share resources well and understand the need for set times on specific activities, such as the hand held computer games. They are supportive of one another as older children freely offer younger children help with activities and buddy support for newcomers to the club. Children are confident to relax in staff's presence, for instance, as they sit together and chat at snack time.

## **Organisation**

The organisation is good.

Children are cared for in a safe, comfortable and generally well equipped environment because staff show a willingness to ongoing development of the provision. This is supported by effective procedures so that unvetted persons are not left unsupervised with children. Company policies and training, such as child protection, first aid and food hygiene assist staff in providing an effective service for the children. However, the sick child policy lacks detail about communicable and notifiable diseases. All the daily documentation, such as children's attendance, accident and medication records are maintained well and made available for inspection.

Children benefit from good adult support and the experience of qualified staff. Staff spend time talking, listening and interacting with the children. There are rigorous procedures for the

recruitment, induction and supervision of adults who work with the children. Staff are enthusiastic about their own self-development through regular attendance on childcare courses, such as 'Come and Play to Music' and 'Playwork'. Regular team meetings help staff to share ideas, contributing to the quality of care offered.

Children are cared for in a family group setting and informal key-working supports small group activities, so that children's experiences are happy and positive. Staff plan the activities well so that children enjoy fresh air and a balance structured, and self-initiated play in a stimulating, fun environment. Children are involved in purposeful activities, which are enhanced by the staffs' knowledge of child development. They gain independence and build on their friendships because staff have organised activities to meet the children's needs. Information is shared with parents regularly, promoting children's continuity of care.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the previous inspection one recommendation was raised to meet the National Standards and improve the quality of care offered. This referred to equipment. The setting has provided cushions and floor rugs, which has improved the quality of care offered.

### **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 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 the range of positive image resources that reflect gender and disability
- review the sick child policy.

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)