



## St Johns Out of School Club

Inspection report for early years provision

<b>Unique Reference Number</b>	EY242227
<b>Inspection date</b>	06 November 2006
<b>Inspector</b>	Carole, Jean Bell
<b>Setting Address</b>	St Johns Primary School, Godley Lane, Rishworth, Sowerby Bridge, HX6 4QR
<b>Telephone number</b>	07748 384316
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<b>Registered person</b>	St Johns After Care
<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 Johns Out of School Club opened in 1993. It operates from a prefabricated building in the grounds of St Johns Junior and Infants School in Rishworth, near Sowerby Bridge. The out of school club provides before and after school care for children attending the school and they have use of the school playground for outdoor play.

There are 30 children currently on roll. This includes children aged over eight years. No children with learning difficulties and/or disabilities, or English as an additional language, currently attend the club.

The group opens five days a week during school term times. Sessions are from 07:45 to 09:00 and 15:00 until 18:00 and children are able to attend a variety of sessions.

Three staff work with the children. Two members of staff have an early years qualification to NVQ Level 2 or above. The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean and well cared for environment where they learn about taking care of themselves and staying healthy. They understand the importance of washing their hands after going to the toilet and before eating. They are confident in their hygiene routines. Staff reinforce children's learning of good hygiene routines with thorough cleaning routines between activities. There are very good procedures in place for the maintenance and cleaning of the premises and resources.

Children benefit from a range of very healthy and nutritious snacks and meals. These take into account children's preferences and their individual dietary requirements to ensure they stay healthy. They help themselves to a variety of fresh fruit and are able to access drinks throughout the session. They are encouraged to make sensible choices about their food and learn about healthy eating through well thought out projects and activities; they have input into teatime menus.

Children have very good opportunities to enjoy and develop physical activities which contribute to a healthy lifestyle. They benefit from fresh air on a daily basis and enjoy team games and lots of physical play. They develop self-confidence in their physical skills by using a good range of outdoor toys and equipment.

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

The provision is good.

Children's safety is given a high priority in a safe and secure environment. Risks are identified and minimised, both indoors and outside, by regular risk assessments and a range of safety measures, such as keeping external doors locked when children are present. Children develop a good awareness of safety through talking about hazards and assessing risks themselves, for instance, making notices for the school gate to ask parents to ensure they close it to keep children safe, and checking the playground is safe before playing outdoors. Staff use gentle reminders, such as requests to pick up toys to prevent tripping, to increase children's awareness of safety.

Children move freely around the playroom to select from a wide range of interesting and well maintained toys and equipment. All resources are good quality, age appropriate and safe. The playroom is very well organised into areas for imaginative play, quiet times, creative activities and table games, allowing children to make independent choices about their play and improve their confidence and independence skills.

Children are mostly well protected. The staff have a clear understanding of their responsibilities under the Children Act, and the children's welfare is paramount. However, only the manager has received child protection training and this knowledge has not been extended throughout the staff group which presents a risk to children's safety and well-being.

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

The provision is good.

Children are comfortable and relaxed on arrival as staff greet them by name and enquire about their day at school. Their confidence is promoted by positive relationships with staff and their understanding of children's individual needs and personalities. Children are given very good attention and staff ask questions and initiate discussion about their play.

Children are confident and self-assured in their play and older children help and support the younger ones in their activities, such as helping with dressing up clothes. Children's independence skills and self-sufficiency are developed through easily accessible resources and equipment. They are given praise, encouragement and support by the staff who provide interesting and challenging activities.

Children experience a wide variety of play experiences with a high emphasis being given to fresh air and exercise. They are given the opportunity to take part in new experiences such as yoga and dance sessions. Children are happy, settled and well supported by the staff group who join in with their play and allow children to include them in their imaginative play. Some of the children enjoyed styling a member of staff's hair and doing her make-up in the beauty parlour, whilst others enjoyed a lively game of being police officers who stopped the traffic with loud blasts on their whistles.

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

The provision is good.

Children's individual needs are fully discussed with parents and are competently met by staff. They gain awareness of their local environment and the diversity of the wider world through a good range of toys and activities, and they are encouraged to value others as individuals. They are learning about other children's lives from books and posters with simple words and illustrations in different languages, and a very good range of dressing up clothes.

The staff speak positively to the children at all times and work hard at building their self-esteem. Their social skills and respect for people and property are developed through the use of good manners, sharing and encouragement in simple chores. Children are polite and are praised for remembering to say 'please' and 'thank you' and for asking permission to leave the table. They are developing an understanding of responsible behaviour and are involved in setting the ground rules for the group. Their efforts are rewarded by praise and encouragement from the staff.

Children benefit from a warm and friendly relationship that staff have developed with them and their parents. Their needs are promoted through good systems being in place for sharing information with parents, such as notice boards, regular newsletters, comments book and

parental questionnaires. Continuity of care and consistency for children is ensured through friendly, informal daily feedback to parents.

### **Organisation**

The organisation is good.

Children are well cared for. They benefit from good organisation and care from an enthusiastic staff group. Their development is enhanced by the individual support they receive and the provision of stimulating activities. Children are comfortable and relaxed within the setting and are supported by well deployed staff.

All required documentation is in place and kept up to date which contributes to the children's health, well-being and safety. A qualified first aider is available at all times and children are protected from harm by the staff's vigilance and supervision. Their service is enhanced by staff's commitment to further training and personal development.

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

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

At the last inspection the group agreed to provide resources reflecting all areas of diversity and to ensure that planning was in place to provide activities appropriate for the ages and interests of the children attending. There are very good quality resources in place to ensure that children are learning about all areas of anti-discriminatory practice and good planning is in place for interesting and challenging activities for all age groups. The children have input into planning, leading to a more stimulating and interesting environment.

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

Since 1 April 2004 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 all staff have up to date knowledge of child protection procedures.

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)