



## St Michael's After School Club

Inspection report for early years provision

<b>Unique Reference Number</b>	EY336105
<b>Inspection date</b>	17 January 2007
<b>Inspector</b>	Julie Neal
<b>Setting Address</b>	St. Michaels C of E Primary School, South Lawn Terrace, Exeter, Devon, EX1 2SN
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<b>Registered person</b>	Extended Schools Ltd
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	

## 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

St Michael's After School Club is situated in St Michael's Church of England Primary School in Heavitree, Exeter. It registered in 2006. The club is open on weekdays in term-time, from 15:25 to 18:00. It is registered for up to 24 children, aged from four to eight years, and children aged up to 11 years are accepted. Children have access to two classrooms, a craft room, toilets and the school grounds. There are four staff members, two of whom have playwork qualifications. The other two members of staff are working towards childcare qualifications. Children attend from St. Michaels School and from nearby Newtown School, from where they are collected by 'walking bus'.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in an environment where staff have sound routines in place to protect them from illness and cross infection. For example, care is taken to clean all tables with anti bacterial spray before food is prepared, and staff ensure children have soap, water and paper towels easily accessible so they can wash their hands as needed. Sometimes areas of the room are messy when children arrive because it has been used during the day by other groups.

Most staff have current first aid certificates and there are usually two members of staff present with appropriate training, so children are suitably cared for if they become unwell or have an accident. Records of accidents to children and any medications given are in place. There is a clear sickness policy in place.

Children enjoy the health benefits of plenty of fresh air and exercise. They choose to spend considerable time each session playing outdoors, and they engage in energetic activities that develop their muscles and physical co-ordination. Access to outdoor equipment is limited while landscaping work is taking place, for safety reasons. However, this has little impact on children's play, they thoroughly enjoy wide games and circle games where they run, chase each other, link up and move together.

Children enjoy the snacks provided. These are substantial, consisting of sandwiches and a selection of fruit. Children choose from a variety of fillings, all suitable for vegetarians, and make their own sandwiches, promoting their independence. They have access to fresh water throughout the session, and squash is also provided at snack time. Staff show clear knowledge of the dietary requirements of individual children who have health issues, for example, food allergies. They are less clear in other areas. For instance, staff know some children are vegetarian, but are not sure who without checking their records.

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

The provision is satisfactory.

Children benefit from a bright and welcoming environment. Space is well organised to support a good variety of play opportunities for all ages, and displays of children's artwork make the area inviting and child friendly. Staff ensure a variety of resources are arranged to be easily accessible to children in their play. Toys and equipment are safe to use because staff make regular checks to ensure they are suitable. Overall, there are sound routines in place that ensure the safety and well-being of children. Risk assessments are in place for all areas and these are supported by daily checks carried out by staff. However, documents are not consistently updated to reflect the staff team's practice in monitoring children's safety, for example, daily checklists are not completed and half termly reviews of written risk assessments are unfinished. Health and safety procedures are in place, and overall suitable. However some aspects, such as procedures to follow if a child should become lost, lack sufficient detail. Children take part in regular fire drills and these are evaluated effectively. Suitable routines are in place to ensure that children arrive and depart safely, and access is monitored effectively. However, children's

safety is compromised by the gate to the playground, used by parents and carers when collecting children, being unsecured. Children's well-being is supported by the staff team's good child protection knowledge. All have done training in this area and show clear understanding of their responsibility to safeguard children.

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

The provision is good.

Children thoroughly enjoy the good variety of activities available. They are encouraged to choose what they want to do, and on arrival quickly link up with friends and select games and resources. For example, children make very good use of role play materials and everyday objects in imaginary play; they enjoy board games and good naturedly compete against each other. Staff provide opportunities for children to take part in structured activities and they enjoy regular cookery sessions. Children are able to do their homework if they choose as staff ensure they have access to a quiet area if needed.

Staff show good understanding of children's development, and this is demonstrated in the way they involve children in planning and organising what they do. For example, children have their snack as soon as everyone has arrived, and this opportunity is used to discuss what they would like to do; children provide regular feedback through questionnaires identifying aspects of the provision they like and suggesting improvements. Children enjoy art and craft activities and a variety of materials are available to them, and they make very good use of these in individual and group projects. For example, children make cards for friends and family, they make giant posters, they collect their artwork in portfolios they design themselves. Children develop good relationships with staff, who interact well with them. Children are keen to talk about their day and staff promote lively discussions, encouraging good communication between children.

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

The provision is satisfactory.

Children are happy and confident in the setting. They benefit from staff who demonstrate understanding and awareness of equal opportunities and inclusion. For example, children who attend from a nearby school are quickly made to feel as 'at home' as children who spend the day at St. Michaels school. Children's views are sought and respected, and they are included in setting boundaries. For example, children discuss and agree ground rules and create a large poster to display these. Most children display clear awareness of these, and they remind others, for example, not to run indoors. Children are generally well behaved. They are helpful, for example, when laying tables and tidying up. Staff are positive and consistent in their interactions with children and encourage them to share and take turns.

Staff communicate well with parents and ensure they are informed appropriately regarding their children's care, for example, sharing accident records. Newsletters provide regular updates about the setting. There is information available about the setting for parents, such as a brochure and copy of policies and procedures. However, these are not displayed or made accessible, and some aspects of these have incorrect information, for example, the complaints procedure.

## **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Clear employment procedures ensure that staff working with children are suitable to do so. Effective induction processes ensure they are aware of routines and procedures. Staff have opportunities to develop through training, for example, all staff have done child protection courses in order to further support the safety of children. Overall, the premises are well organised to meet the needs of children. However, there is no process in place to ensure the gate to the playground is secure. Ratios are well maintained, ensuring children have suitable levels of adult support. Staff ensure registers record the exact times of children's arrival and departure so it is clear how many children are present at all times. All required children's records are in place and stored with regard to confidentiality. Some of these, such as procedures for recording accidents, have recently been reviewed and improved upon. However, other documents are less well maintained, such as those relating to risk assessments. Policies and procedures supporting the care and well-being of children are generally in place. However, some of these are incomplete or have incorrect information. For example, the procedure to follow in the event a child becomes lost from the setting does not provide sufficient detail to fully support staff; the complaints procedure contains incorrect information about how to contact Ofsted in the event of concerns.

## **Improvements since the last inspection**

Not applicable.

## **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 satisfactory. 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 the gate providing access to the playground and used by parents and carers when collecting children is suitably secure.

- review policies and procedures to ensure that information is up to date and relevant, with particular reference to the procedure to follow if a child should become lost, and the complaints procedures.
- ensure that documents supporting health and safety procedures are consistently maintained.

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)