



St William of York (South Sefton Before and After School Club)

Inspection report for early years provision

Unique Reference Number	EY258450
Inspection date	04 December 2006
Inspector	Chris Scully
Setting Address	St. William of York Catholic Primary School, St. Williams Road, Liverpool, Merseyside, L23 9XH
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Registered person	St William of York Catholic Primary School
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?

St. William of York (South Sefton Before and After School Club) registered in 2003. It is managed by a committee. It operates from four rooms within St William of York Catholic Primary School in Sefton. A maximum of 24 children may attend at any one time. The setting is open each weekday during term time, from 07.45 to 09.00 and from 15.00 to 18.00. All children share access to an enclosed outdoor play area.

There are currently 53 children aged from three to 11 years on roll. Children attend from the school and other local primary schools in the area. The setting supports a number of children with learning difficulties or disabilities. The setting is able to support children for whom English is an additional language.

The setting employs three staff. All three members of staff hold appropriate early years qualifications. The setting receives support from Sefton Playwork Council.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and hygienic environment. They are confident to see to their own personal needs, such as independently going to the bathroom. They are developing a good understanding of the need for good personal hygiene, as they wash their hands before snack and after messy play activities. All staff are trained in first aid. This means children's accidents or incidents are dealt with appropriately. An effective sick children policy is in place. This is understood and effectively implemented by all staff, which means children who become unwell at the setting receive appropriate care.

Children have good opportunities to test and explore their larger physical skills. Children are keen to tell visitors that they enjoy games of football outdoors. Older children are skilled at using a range of gym equipment, such as ropes or hoops. Children's small skills are developing well, they are confident to use a range of art resources and tools to create their pictures. Staff encourage children to become involved in activities, such as the cross country challenge and the race for life, in order to enhance their understanding of being fit and leading a healthier lifestyle.

Children enjoy a healthy and nutritious range of snacks and breakfast options. During the winter months children have the choice of a hot or cold breakfast each day. These include beans on wholemeal toast, sausages or scrambled egg on toast as well as cereals and fruit. The staff actively encourage the children to try new foods in order to promote healthier options. This is enhanced by visits from other agencies. This enables the children to develop their understanding of being healthy and to enable them to create foods, such as fruit smoothies. All children have independent access to fresh drinking water and cordials, in order to keep themselves refreshed.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy a warm, welcoming environment, in which they can play safely and in comfort. The rooms are organised well into different areas, which means children are confident to choose where to play. The main room is set up by staff for when the children arrive, which enables children to become quickly absorbed in play activities. However, this system hinders their ability to self-select their resources. Having said that, staff state that children are confident to ask for resources and toys that may not have been put out that night. Toys and resources are plentiful, safe, well maintained and meet the needs of the children attending. However, there are limited soft furnishings at the setting, which means children are not able to rest or relax in comfort.

Children are cared for in an environment where risks have been identified and effectively minimised in order to promote the children's safety. This is supported by well written risk assessments and the staff's understanding of their specific roles and responsibilities. For example, the role of the fire officer and health and safety officer. However, children are not always supervised appropriately or reminded of the potential danger to themselves or others.

For example, when using the larger gym equipment and crash mats, the staff did not provide suitable support or guidance to the children, which hindered the children's safety. Appropriate systems are in place for collecting and taking children to school. Effective systems are in place for the evacuation of the building in an emergency, which means children are kept safe. All staff are vigilant about other persons on site during the hours the setting operates. This is supported by the effective systems in place to protect children during these times, such as stop signs on the main doors.

Staff have a sound understanding of child protection. All staff have undertaken child protection training and use information, such as the booklet 'What To Do If You Are Worried A Child Is Being Abused-Summary' and the 'Every Child Matters' guidance, they use these well, to inform their practice and to keep children safe from harm. A child protection policy is in place and contains information relating to the setting's responsibility to keep children safe. However, it does not contain sufficient information of the procedures to take should an allegation be made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled at the setting. They enjoy a positive relationship with the staff. This is supported by the staff's ability to build warm, caring relationships with the children. Children are confident to talk to the staff and to engage them in various play experiences. They are enthusiastic about the setting and are keen to tell visitors about what they like to do. For example, football, painting and playing on the computer. The children's views are highly valued by the staff, who regularly ask their opinion on the activities provided. Children are encouraged to complete a written and pictorial evaluation form about what they like doing best, and aspects of the setting they do not like. Staff have used this information well to revise the planning and introduce new activities to the children.

Children have made firm friends at the setting and have commented upon this within the evaluation forms. They play well together with their peers, with older children providing good support to younger or less able children. For example, children are very supportive of one another when using the games consoles, and regularly provide information as to how a child can improve upon their score or avoid the danger zones. Children's art work is displayed with pride around the setting, which successfully fosters the children's self-esteem and sense of belonging. All children are actively engaged in a range of activities, which encourages their sense of fun, play and enjoyment. Children are eager to tell visitors why they like coming, their comments include 'it's great here' and 'we have lots of fun!'.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed on their arrival by the staff and other children. The children's individual needs and circumstances are known to all staff and are effectively catered for. Children learn about their local community through visits from other agencies in the area, such as ethnic community projects in Liverpool. Children are developing a good understanding of the wider

world through access to resources depicting diversity and topic work, such as festivals. The children enjoyed celebrating the Chinese New Year earlier in the year. This successfully enabled them to learn about the country, different foods, their beliefs and culminated in a party, to celebrate the new year. By becoming involved in these events and activities children are developing a positive attitude to others.

Children are well behaved. They have a clear understanding of what is expected of them and the consequences of their actions. Children are actively involved in designing the setting's rules, which successfully fosters their sense of belonging. Children are polite and courteous to one another and take turns well with resources. Staff are positive role models to the children, they provide clear explanations, which enable children to understand what is expected of them. Children enjoy undertaking small jobs within the setting, such as helping to prepare the table for snack time. Care of children with additional needs is good. Staff are very aware of the needs of all children and provide effective support. This successfully enables the children to take part in all activities. Staff have stated that one child is a good goal keeper. Staff have been on various training courses, in order to enhance their understanding of children with additional needs, and how to ensure they are fully included in all aspects of the setting. Staff liaise well with other agencies and have secured funding in order to support children with additional needs.

The partnership with parents is good. Staff build effective relationships with the parents and provide them with well written information about the setting. This successfully ensures that all parents are fully informed of the type of care their child can expect to receive. This is supported by regular newsletters and the parents information board in the foyer. Staff value the parents' views and use information for their evaluation forms, to further enhance the play opportunities and care provided to the children. Parents spoken to state they are very happy with the care their children receive, they say the children are happy and often do not want to come home at the end of the session.

Organisation

The organisation is satisfactory.

Children receive effective care and support from qualified and experienced staff, who know the children well. They are happy, secure and confident in their surroundings, which means they are able to enjoy their time here. Staff use information sourced from training courses effectively, to further enhance the play opportunities and care provided to the children. Courses attended include, games, games, games, playing with paint, participation training and attention deficient hyperactivity disorder training. All staff are appropriately vetted, inducted and have regular appraisals, which means they are clear on their roles and responsibilities. This is further supported by the well written and organised operational plan.

The majority of policies and procedures, which contribute to the children's health, safety and well-being are in place. However the child protection policy does not include the procedures to take, should an allegation be made against a member of staff. The register does not currently record the actual times of the children's attendance. Consent is not sought for each time medication is administered, and parents do not always sign the medication record to acknowledge

the entry. All other consents are in place, which means children are generally cared for in line with their parents wishes.

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

Improvements since the last inspection

Following the last inspection six recommendations were made. A lost child policy is now in place. Effective risk assessments are in place and are carried out on a regular basis, in order to maintain the children's safety. Children have access to a range of resources depicting diversity. Parents are well informed of their child's progress and the type of care provided. Registers are in place but do not accurately depict the children's attendance, this has been raised again as a recommendation. All staff have been on child protection training courses in order to enhance their knowledge and understanding of this topic. In addressing these issues the setting has improved upon the children's safety and well-being.

Complaints since the last inspection

Since the last inspection 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 complaint 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 children are appropriately supervised when using potentially hazardous equipment
- revise the procedures regarding allegations against staff, record the actual times of children's attendance, ensure consent is obtained for each time medication is administered and all entries within the medication record are signed by the parents.

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