

# St John's After School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY330857
<b>Inspection date</b>	13 December 2006
<b>Inspector</b>	Janice Clark
<b>Setting Address</b>	St. John the Evangelist Primary School, Fosseway, CLEVEDON, Avon, BS21 5EL
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<b>Registered person</b>	St John's After School Club
<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 John's After School Club was registered in 2006. It is situated in Clevedon, North Somerset and provides out of school care for children attending St John's the Evangelist Church of England Primary School. The children have access to Cedar 1, the music/cookery area, a large hall and the computer suite. There is an enclosed outside area for children to play.

The club is registered to care for up to 16 children between four and eight years. It also offers care for older children. There are currently 44 attending the club, 25 of these children are over eight years of age. The out of school club is open from 15.15 to 17:30 each weekday term time only.

There are currently two members of staff employed to work directly with the children. The person-in-charge has a suitable early years qualification. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are well cared for in a bright, clean, warm and well maintained environment. They learn the importance of fresh air and exercise due to the regular use of the outdoor play area and a large spacious hall. They participate in a wide range of energetic games using a variety of equipment. For example, children enjoy playing football, basketball, table tennis, badminton and rounders. This assists in the development of children's large physical skills and co-ordination. Children consistently follow good hygiene routines and are independent in their self-care skills. Staff reinforce the reasons why children should wash their hands by offering them clear explanations. This helps to reduce the risk of cross infection and increases children's understanding of a healthy lifestyle.

Children enjoy a balance of nutritional snacks. For example they eat a variety of fresh fruit, crackers, toast and sandwiches made with wholemeal bread along with fillings of cheese, marmite or jam. They drink apple juice with their snacks and water is always available to them. As a result, children learn that taking regular drinks is a way to maintain their good health. Staff consult parents regarding children's dietary and religious requirements and these are taken into account. Children sometimes help to prepare their own snacks and wash-up their own plates and cups. They sit together to eat their snacks and excitedly chat about their school day, home life and plans for the festive season. This helps to promote good social skills and assists children to find out about each other, build on their relationships and find new friendships.

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

The provision is good.

Children play in safety in a secure indoor and outdoor environment. Effective procedures are in place to keep them safe as they arrive and leave the group. Children grow in confidence because they have sufficient space to move around freely and unrestricted. Resources are safe and clean for children to use and are set out by the staff so that they are easily accessible. Regular risk assessments ensure that staff are able to recognise and minimise potential hazards within the play environment. Children learn about keeping themselves and others safe through explanations and reminders from staff. For example, one child was encouraged to look out for the children around him whilst positioning a cue during a game of pool.

Staff take steps to safeguard and promote children's health and welfare. They maintain documents for the recording of accidents appropriately and have a good understanding of the procedure regarding the administration of medication. All required written consents are obtained from parents. A well-stocked first aid box is in place. Staff have a good understanding of child protection in line with the Local Safeguarding Children's Board.

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

The provision is satisfactory.

Children are happy and eager to come to the setting. They participate in a range of stimulating activities, learn new skills and build on existing ones in a friendly, fun environment. For example, children design Christmas cards from a variety of art and craft materials, bake biscuits and play board games. They become competitive and enjoy sports activities such as, badminton, table tennis and football. Staff are interested in what children are doing and are always on hand to

offer help and support so that they can participate in confidence. For instance, a member of staff was extremely patient with a five year old child when playing a game that involved hooking ducks and adding up the scores. Older children are very helpful towards the younger children, they teach them new games and they play well together.

Staff take children's interests, likes and dislikes into consideration when organising activities. This helps children to feel involved and valued as individuals. However, children's choice of toys and equipment is restricted due to the limited range of resources and storage space available to them. Resources are set out in the setting so that children can easily access them. However, they do not have a quiet area where they can spend time relaxing and looking at books in comfort.

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

The provision is good.

Children learn about other cultures and traditions through a variety of activities. For example, they explore festivals such as, the Chinese Moon festival and Harvest. During the Harvest festival, children focus on the wider world and the needs of others who are less fortunate than themselves. Children have access to toys and resources that portray positive images, such as puzzles, books and dolls. The club are members of a multi-cultural and inclusive toy library and this helps to compliment their existing resources. As a result, children increase their awareness of diversity and their understanding of others. Children are able to make decisions in the club for example, staff consult them about the planning of activities. Portable notice boards are used to display children's art work and this helps them to achieve a sense of belonging. Staff have a positive attitude towards working with children and their families with learning difficulties and or disabilities. They liaise closely with parents, staff from the school and outside professionals to ensure that their needs are met.

The staff encourage positive behaviour in the group through praise and reward. For example, they continually praise children for their efforts. Children participate in a reward system where the head teacher of the school presents them with a leaf as part of a celebration service. For instance, if a child is being especially kind or helpful, this is written on a leaf and the child places it on a celebration tree. Staff talk quietly to the children and this helps to create an atmosphere of calm where children are polite and courteous towards each other. They establish boundaries by involving the children in making the club rules. Therefore, children learn to share, take turns and to respect each other. Older children are extremely helpful towards the younger children and they help to teach them rules for games such as, pool. Behaviour in the group is very good.

Staff provide a warm, welcoming environment and they enjoy positive relationships with parents and children. Children settle well into the club because they are offered sample sessions in the beginning and this helps them to get to know the staff and the children attending and to quickly learn the routine. Parents receive comprehensive information about the clubs policies and procedures when they first start and thereafter in the form of newsletters and notices on the information board. Staff have ongoing discussions with parents regarding their children's care and activities during their time at the club. This assists in promoting continuity between the home and the setting and building good relationships.

## **Organisation**

The organisation is satisfactory.

The after school club is managed by a volunteer committee and is available to all children who attend St John's the Evangelist Church of England Primary School. The staff have appropriate qualifications and experience and work well as a team. They have strong links with the staff who work in the school and they know the children well. This means that the children who attend the club are able to build on what they have learned during the school day. This further promotes continuity of care and contributes to the children's well-being. The staff are keen to extend their knowledge of child care through further training, they evaluate their work and have a clear sense of direction. This assists in promoting an environment where children play safely, enjoy activities and make a positive contribution. Most required policies and procedures are in place to promote children's health and safety. For example, there is an effective recruitment and induction procedure. This ensures that staff are thoroughly vetted before appointment and that they are fully aware of their roles and responsibilities. However, the club has not yet devised a written procedure to monitor the ongoing suitability of the staff. Some documents such as the children's attendance register lack necessary detail. Overall, the setting meets the needs of the range of children for whom they provide.

## **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 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):

- extend the range of play opportunities for children with access to soft seating for quiet times for example, looking at books
- ensure that all required documentation meets the required National Standards

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)