



Beecroft & Sacred Heart After School Club

Inspection report for early years provision

Unique Reference Number	EY294018
Inspection date	23 January 2006
Inspector	Ingrid Pine
Setting Address	Beecroft Primary School, Eden Way, Leeds, West Yorkshire, LS4 2TF
Telephone number	TBA
E-mail	
Registered person	Beecroft & Sacred Heart After School Club
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?

Beecroft and Sacred Heart After School Club is run by a committee of parents and has been registered since 2004. The club is at present based in Beecroft Primary School. It provides care Monday to Friday, term time only from 15.15 until 17.30, for children attending Beecroft Primary and Sacred Heart Primary schools.

The children have the use of two classrooms and an adjoining outdoor play area. There are currently 38 children on the register, aged from four to 11 years, many of whom attend on a part-time basis. The group welcomes children with learning disabilities and difficulties and those who speak English as an additional language.

There are four staff who work with the children; two are qualified and one is working towards a recognised early years qualification. The group receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well-maintained environment. Children learn to follow safe hygiene practice and understand that they need to wash their hands before snack time and after using the toilet. Staff make good use of opportunities to stress the importance of this; for example, when children volunteer to help with preparation of fruit for a topic.

Children enjoy a very healthy, balanced diet. At teatime, snacks always include fresh fruit and vegetables. For example, children may have sandwiches with a variety of nutritious fillings and accompany these with bananas, dried fruit or carrot sticks. This ensures that they are well nourished during their extended day. Parents are well informed of the selection of food offered and individual needs are catered for appropriately.

The setting offers continuous access to an enclosed outdoor play space where children enjoy lots of fresh air and vigorous exercise with a varied range of play equipment. Children take initiative as they confidently organise their own games of football. Cold and frosty weather does not tempt them inside and they explore ice puddles with the supervisor. Children's health needs are met well. Any special requirements are recorded and adhered to. All key staff have completed first aid training and the first aid kit is kept well stocked.

Staff ensure that accidents are recorded and parents are asked to countersign the record to confirm that details have been shared. Staff take appropriate action to deal with any more significant injuries and have parents' contact numbers readily available. Children who feel ill or need to rest after a busy day can access a comfortable, adjacent quiet area. Although it is unusual for children to attend the after school club if they are ill, there is a sickness policy in place. However, this is only discussed with parents and no written policy is in place. One member of staff has an appropriate first aid certificate and two other members of staff are due to upgrade their training in the near future.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Despite the fact that the club is at present in temporary premises in a shared area of Beecroft Primary School, staff are vigilant and children are cared for in a mostly safe and secure environment. Staff are aware of children's safety within the building and ensure that children are supervised at all times. There is a comprehensive procedure in place for collecting children from both school areas prior to school club commencing. However, there are times when children's safety could be compromised, particularly when other school children are collecting their belongings to go home and when parents come to pick their children up from other school activity clubs, as no formal risk assessments have been carried out.

Fire and electrical appliances are regularly checked and emergency evacuation procedures displayed. Fire drills are held each term to ensure that all are familiar with the routines. There are clear systems in place for reporting any problems with the building to the relevant authorities.

Children's awareness of safety issues is good. For example, they quickly find marbles that have dropped on the floor and alert their peers. They also remind staff not to walk on part of the floor that is wet because of a spillage. Children discuss 'stranger danger' and are reminded that they must not go home with anyone they do not know.

Children have opportunities to choose to play with a varied range of appropriate resources and equipment. These are checked regularly for safety and cleanliness.

Children are well protected because staff have a good understanding of their responsibilities. They have access to comprehensive child protection guidance and some have attended additional training to support their practice in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confident as they arrive at the setting, which provides an interesting and stimulating balance of activities, allowing for active play and relaxing activities. They know the routines well and settle quickly into quiet activities and games until all other school children have vacated the area. Snack time is a very sociable occasion and children chat easily about their school day with their peers and staff. After snack they are able to relax and to enjoy a variety of activities both indoors and outside. For example, a group of them choose to go outside and initiate their own football games. Later, as it gets colder, they investigate puddles of water as ice forms over the top of them. Children show sustained interest in what they do. For example, using their imaginations and design skills as they create intricate models of spinning tops and marble runs, make pairs of felt slippers using a variety of stitching, and draw complicated pictures. They respond well to positive praise and encouragement and interact well with interested staff members. Children confidently ask members of staff to help them if they are struggling or for advice; for example, with the marble run game, or the type of stitching to use.

Older children are proud of their involvement on their school council and speak confidently, voicing their opinions and proposals on how the school club should be organised when they move into their new premises. There is a system in place so that children can make suggestions and be involved in the choice of games and activities on offer within the setting and staff respond well to children's interests.

There are friendly exchanges between staff and children. They build positive relationships with staff and with each other and play very harmoniously together. Older children are protective of the younger ones and offer them support and friendship.

Helping children make a positive contribution

The provision is good.

Children have a strong sense of belonging at the setting, where they are cared for by familiar, caring staff. Staff comment positively on children's achievements, which helps to build confidence and self-esteem. They show children that they are valued and give high levels of praise and encouragement. Shared use of the premises means that displays of children's work

are limited but there are plans in place to develop displays and noticeboards to increase children's sense of ownership and pride. Staff know most children and their families well and there are good links with the local community.

Children's behaviour is exemplary. The ethos of the feeder schools flows through into the out of school setting and children are seen to respect the needs and feelings of others. There are opportunities for children to contribute to the rules and boundaries of the setting. They successfully initiate their own games and play very well together in both large and small groups. Older children are helpful towards younger ones and develop an understanding of their differing needs. Children feel valued because staff acknowledge their contributions and thank them for their help, recognising their contribution to the smooth running of the session.

The club provides an inclusive environment where efforts are made to support any children with additional needs. Children come from a variety of different cultural and social backgrounds and their differences and individual needs are acknowledged. Positive images and resources help children to foster respect for one another and the more diverse wider world.

There is a strong partnership with parents and carers. Staff recognise the importance of working closely with parents and keep them well informed through very good verbal and written communication. They use opportunities at collection times to talk to parents, send out information via newsletters and actively display policies and procedures. Parents and carers are full of praise for the high level of service offered and are confident that their children are in good hands. They particularly highlight the support and flexibility of the service and the way they meet the needs of all children.

Organisation

The organisation is good.

The club runs to cater for children from two schools adjacent to each other on the same site. At present it is temporarily based in Beecroft Primary School and uses two rooms and some of the outside playground. There are acknowledged difficulties of the present situation and organisation of the setting which will be solved once they are in the new premises. These difficulties do not adversely affect the quality and standard of children's enjoyment within the setting and both staff and children cope well with the small restraints in place. Staff are suitably qualified and ratios are maintained. They are willing to further their training and the committee support them well.

There are clear procedures in place for the recruitment and checking of staff, to ensure that children are cared for by adults who are vetted. Through an established system of induction and shadowing, new staff become familiar with routines and procedures. The committee is supportive and encourages staff to develop their skills through a programme of training.

Children are cared for in a well-organised environment by caring staff who take into account the different age groups of children attending. Space and resources are organised well to ensure that children are kept safe and experience a varied range of play opportunities.

A comprehensive collection of policies and procedures are in place and underpin the smooth running of the setting. Although parents are made aware of the procedure of transferring their children from school premises to the after school club, it is not clear that it is their responsibility for informing the setting of their children's absence from school.

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

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):

- carry out formal risk assessments to confirm that children's safety is not compromised at certain times during the out of school session
- ensure the written procedures for children's attendance at the out of school club include a statement making parents aware of their responsibility to inform the setting of their children's absence from school.

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