

# St. Anne's Out of School Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	105730
<b>Inspection date</b>	13 June 2007
<b>Inspector</b>	Arda Halls
<b>Setting Address</b>	194 Freston Road, London, W10 6TT
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<b>Registered person</b>	Lancaster West Children's Community Network
<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 Anne's Out of School Group is run by the Lancaster West Children's Community Network. It opened in 1999 in a school building in North Kensington in the Royal borough of Kensington and Chelsea. A maximum of 32 children may attend the after school and holiday playscheme at any one time. The after school club is open from 15:30 to 17:45 during term time and the holiday playscheme is open from 08:30 to 17:45 during holidays, excluding Christmas for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 28 children aged from 3 to 6 years on roll. Children come from St. Anne's Nursery School and a number of local schools in the community. The after school club and holiday playscheme supports children with learning difficulties and disabilities and children who speak English as an additional language.

The after school club and holiday playscheme employs 4 staff plus an escort. All of the staff hold appropriate early years qualifications.

The setting has access to a large hall, kitchen and toilet facilities for both children and adults. There are two enclosed outdoor play areas. The after school club and holiday playscheme receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are kept healthy through being cared for in a clean environment, with appropriate measures in place to prevent the spread of infection. All areas used by the children are clean and well maintained and tables are covered with a clean PVC tablecloth before snack times. Children learn the importance of good personal hygiene through daily routines and staff making gentle reminders such as washing hands at appropriate times. Some children know that it stops germs spreading when they wash their hands before eating. They also know that apples clean their teeth. They say that fruit and vegetables are healthy and that cakes and sweets are not healthy. Children's well being is protected and supported by written policies and procedures which are in place for accidents and medication. Medication is administered and a clear record kept for life threatening conditions. There are first aid trained staff on hand with a good understanding of what to do in an emergency.

Children are developing a positive attitude to exercise which is enjoyed on a daily basis. They have great fun playing a variety of games indoors and out including board games and skittles. There is an extensive area for children to play physical games and run around.

Children benefit from nutritious snacks; they understand the importance of eating healthy foods. They enjoy brioche rolls with toppings of their choice followed by fruit and fruit flap jacks. They have a choice of drinks which they sometimes pour for themselves as they are encouraged to be independent. Children are given a "take away" snack if their parents collect them early. Staff are aware of children's dietary needs and food preferences as they are discussed with parents at the time of registration. Snack time is well organised and a sociable occasion as children sit with staff and their friends and engage in interesting conversation.

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

The provision is good.

Children are happy in the setting; they enter with great confidence and make themselves at home. They show a strong sense of belonging as they greet each other and the staff with warmth and affection. The hall is arranged to allow children to pursue their interests in which they feel safe and at ease, for example some children prefer to play with dolls brushing and styling their hair while others go outside to play.

They have access to a range of good quality toys and equipment, which are appropriate for their age and development. Children can access resources independently and safely as staff set these out daily and they know to ask for additional toys such as wild animals from the storage shelves and boxes. Staff check the toys and equipment on a regular basis to reduce any hazards to help keep children safeguarded.

Children's risk of accidental injury is reduced, because staff ensure safety measures are met. Staff identify potential risks or dangers and follow efficient procedures for supervision of children when outside playing. The security of the premises is successful due to staff vigilance while operating a remote control gate with a slow action release for parents to enter the school grounds. Children have good awareness of emergency fire evacuation procedures and are learning to keep themselves safe. Written risk assessments and a clear record of visitors to the school help protect children further.

Staff have a good understanding of child protection issues and awareness of procedures to follow if they have concerns about a child. This means that children's welfare is protected.

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

The provision is good.

Children's individual needs are met by a staff group who are committed to providing a homely environment where children can relax and play after a busy day at school. Children are allowed to be children, they can play, they can read, they can be indoors or out, above all they have a broad range of choice. Their welfare is clearly promoted. The registered person provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities in a relaxed environment. The children enjoy the provision, they listen to stories as they sit in the book corner, they study the pictures and they discuss the stories. They show interest in what they do as they play on the computer key boards, make lists and play with the telephones. They enjoy drawing with pencils and talking about their pictures with the staff.

Children are developing confidence and self-esteem, for example at tea time some children are not hesitant to organise the others to wash their hands. They are full of confidence as they read out loud to the other children holding their attention very effectively. They are beginning to distinguish between right and wrong as they know the box of chocolates placed high on the shelf belongs to someone else. They are beginning to understand and respect the values and feelings of others as one child sleeps and they know it is unkind to wake her too soon. They form constructive and harmonious relationships as they join with children of other local schools each evening which broadens their circle of friends. They play with dolls and style their hair showing great concentration as they manipulate the ribbons on the doll's heads.

Children are eager to get out in the garden to play. They swing on the bars of the climbing frame and skip over the wooden planks. They enjoy exercising on the climbing frames and they like to talk to the staff about what they can do. Children balance on a high plank and are encouraged by staff as they master this new skill, they jump onto the foam mats and are told "well done". Children enjoy their time to "chill out" after being in school all day. They run about and they observe the spiders and birds in the garden. They stop momentarily to sit on garden furniture under the child sized parasols and they laugh as they do so. The children are clearly having fun and enjoying their time at the after school club.

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

The provision is good.

Children are learning about the world they live in and the beliefs of other people. They are developing a positive self-image in a warm and welcoming environment. They are developing an interest in each others cultures as they enjoy listening to different types of music including classical music and music from their own homes especially during holiday play scheme time. Various festivals are discussed with the children to develop their understanding of each other. They proudly display their gold and silver cups they have won at the local children's carnival in Notting Hill. They have a good range of toys and resources to promote positive images of culture, gender and ability. Children attend from a variety of ethnic backgrounds and are happy because their individual needs are well met within the setting. There is a thorough equal opportunities policy in place which helps staff ensure that all children are involved and supported. Children are encouraged to participate in all of the activities provided, for example boys and girls enjoy art and craft activities. Younger and older children get along well together,

staff are aware of ensuring that the individual needs of the younger children are met. They are given reassurance and support when needed to ensure that they feel happy and settled in their activities.

Children with learning difficulties or disabilities are welcome and staff are committed to ensuring that play provision is accessible to all. Information about children is gained through discussion with parents and this means that children receive continuity of care as staff liaise consistently with the school.

Children behave well; they understand the boundaries set and know what is expected of them. Suitable strategies are used to reinforce good behaviour; children consistently receive lots of praise and encouragement from staff for good behaviour. They are distracted to things of interest when minor disagreements break out. On the whole, children are very active and busy, they interact very well together and they play along side each other with great enjoyment.

Parents are greeted warmly by staff and have the opportunity to share any relevant information about their children with them to ensure their individual needs are met. Parents receive good information about the setting and the activities, however the policies of the setting are not displayed and therefore not easily available. Parents say they are happy with the out of school club and the holiday play scheme. They say that other parents have recommended the provision to them. Parents send leaving cards to thank the staff when their children leave the school. Children often return to the school to attend the holiday play schemes. A complaints procedure is in place, however, it is not displayed for parents to view.

## **Organisation**

The organisation is good.

The registered provider remains suitably qualified to work with children. The certificate of registration is clearly displayed on the cupboard door and the manager has suitable qualifications to work with children. The provider is aware of when to notify Ofsted of significant changes. There are suitably qualified staff working together at the setting and staff are encouraged and supported to attend further training.

Children feel comfortable and at ease at the after school club. The hall is arranged to ensure that the toys and resources are easily accessible to help children choose for themselves; as a result children are very independent and are confident in asking staff for any other activities they might like. Children are protected by accurate recording in the daily register. The registers clearly state the hours of attendance and the names of staff caring for the children. A robust recruitment and vetting procedure is in place to ensure children are cared for by staff with relevant qualifications and experience.

Children's welfare and individual needs are met at the setting and appropriate records in place to support their understanding of each child. Records are stored securely and confidentially in a locked cupboard. The provider ensures there is a confidential place to record any complaints that may be made. Parents can see the complaints log on request. The setting meets the needs of the range of children for whom it provides.

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

At the last inspection, the manager agreed to review the complaints procedure and make it available to all parents and carers. However, the complaints procedure was not displayed on the day of inspection.

It was agreed to devise and implement a consent form to permit medical treatment to be given to a child in an emergency which was done.

It was agreed to devise and implement an Equal Opportunities Policy and statement and make this available to parents and carers which was done.

It was agreed to ensure that the correct staff child ratio is maintained at all times, the ratios are maintained.

It was agreed to ensure visitors to the setting sign the visitors book which is done.

### **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 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):

- display complaints procedure with contact details of the regulator (Ofsted)
- make policies more accessible to 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](http://www.ofsted.gov.uk)