

# St Marys After School Club

Inspection report for early years provision

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**Unique Reference Number** 316799  
**Inspection date** 12 October 2007  
**Inspector** Christine Marsh

**Setting Address** St Marys RC Primary School, Belgrave Street, Radcliffe, Manchester, M26 4DG  
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**Registered person** St Marys 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](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 Mary's After School club has been registered since September 2000. It is run by a management committee. The group operates from St Mary's Roman Catholic Primary School in the Radcliffe area of Bury. Children have use of the junior hall, the adjacent quiet area and associated facilities. The school playground and playing field provide a secure area for outdoor play.

A maximum of 48 children may attend the club at any one time. It offers places to children who are pupils of St Mary's Roman Catholic Primary School and opens each weekday from 08.00 to 09.00 and 15.15 to 18.00 term time only. There are currently 47 children between the ages of four to eight years on roll although children up to 11 years may attend. The club currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The club employs seven members of staff, five of whom hold appropriate early years or playwork qualifications. One member of staff is working towards a qualification. There are effective links with Bury Childcare and Extended Services and the school.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are cared for by staff who have an up to date knowledge of appropriate food hygiene procedures and first aid requirements. Records are kept of any dietary allergies and medical conditions to allow the staff to care for children appropriately and maintain children's good health.

Water is available for drinking throughout the sessions and children have a choice of drinks at snack times. However, opportunities for children to develop their independence, for example, by pouring their own drinks, are missed as staff undertake such tasks. Children benefit from the nutritious food provided during their time at the club. Cereals and toast are provided for breakfast and cold snacks or hot meals are offered in the afternoon sessions. Food provided sometimes relates to topics children are learning about and their favourite choices are often provided. For example, Indian food is a favourite mentioned in children's responses to questionnaires on their views on the provision.

Activities are planned to include outdoor and indoor provision, including quiet activities as well as physical ones. In these ways children's needs for active and restful periods are met. Children benefit from fresh air and exercise during their regular outdoor activities. They enjoy playing outdoors where they develop their large motor skills as they engage in games, such as hockey and football. Children develop their fine motor skills indoors as they make friendship bracelets and intricate pictures with small beads.

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

The provision is satisfactory.

Children are cared for in a secure and spacious environment. A high ratio of staff to children helps staff maintain a vigilant overview at all times. Younger children are collected from their classrooms after school and parents sign them out when they leave. These measures help to keep children safe.

Children have access to a range of appropriate equipment, toys and games that are in good condition, age appropriate, clean and safe. Children are involved in the maintenance of toys, for example, they help to clean small dolls' house figures and furniture, using toothbrushes. Many resources are easily accessible to children, which promotes their choice, helping them to become active learners. Toys are rotated to maintain children's interest.

Emergency evacuation procedures are undertaken regularly and staff discuss these procedures with children which is heightening their awareness of personal safety. Some staff have recently attended a fire marshal course which has helped them review procedures for keeping children safe.

Staff are trained in child protection and are aware of the procedures to follow in the event of any concerns. These measures help to keep children safe and protected.

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

The provision is good.

Children are happy and well settled in the setting. Staff plan themes on a weekly basis and work informally with groups of children. For example, staff read information books and discuss ideas with children, to help them learn about different festivals. Children make cards, such as Eid cards, or draw hieroglyphics as part of their work on Egyptians, during these activities. They enjoy these creative activities that consolidate their knowledge and provide sociable opportunities to work with their friends.

They also engage in freely chosen activities, such as computer games and board games where they share and take turns appropriately. Children also enjoy playing with small world toys, for example, dolls' houses. They talk to themselves as they invent games with the small figures, moving them from room to room as they act out small scale dramas.

Children smile and engage in friendly banter with staff as they draw detailed pictures with coloured pencils. Several children have had pictures of imaginary animals, which they have named and drawn, published in a children's book following a competition. Children are proud of their achievements and this helps to boost their self-esteem.

Children enjoy dressing up in a variety of outfits, such as monsters and action figures from television programmes, as well as using lengths of material representative of different cultures. They enact previous experiences from themes they have studied and develop their imaginations in free play with their friends. Children learn to concentrate and develop their ideas through such play.

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

The provision is good.

Children are highly valued and treated as individuals. Children of different ages play happily together. Children of all ages and abilities are well supported by staff so they can fully benefit from the provision. Staff work in the school during the day and some of the children attend the club throughout their time at the school, so close relationships have developed between staff and children over a long period of time. Parents appreciate infant children having opportunities to mix with older children. Questionnaires for parents and children help staff to assess which aspects are popular and what could be improved further. Where possible these ideas are incorporated into future planning.

The club has a board where children's work is displayed. This increases children's sense of self-worth. Work on a range of themes is displayed, for example, items relating to Egypt, and mendhi patterns on outline drawings of the children's hands, are currently on show. Children learn about festivals relating to different religions throughout the year. Resources that provide positive images of different cultures, and of people with disabilities, are used to support children's learning. In these ways they learn to appreciate and value diversity through their activities and through discussions with staff.

Policies explain the behaviour management strategies and staff's stance in relation to bullying, for example. These policies support staff in their dealings with children ensuring consistency in their treatment of any minor misbehaviours. Children have good manners, behave well and enjoy each other's company. They are directly involved in devising the rules for the setting. This helps them to take ownership of the setting and of their behaviour within it.

Parents express a high level of satisfaction with the provision offered to their children and the service it provides. Parents discuss any issues relating to their children at the club, or wider issues, if they have any concerns. They say their children are sometimes reluctant to leave because they are enjoying themselves at the club. Asked what they like best a child said, 'Everything!'

## **Organisation**

The organisation is good.

The manager and her staff are well qualified, appropriately vetted, and undertake training to update and increase their knowledge in order to benefit the children. The certificate of registration and staff's qualifications, together with other information for parents and carers, is displayed on the setting's notice board. All documentation required by the National Standards is in place. It is thorough and updated regularly taking into account any changes in legislation.

Children attend different sessions and staff are flexible to cater for their families' needs. Routines, and expectations, are well known to the children who express preferences for favourite games and activities and seek staff support when they need it.

Staff communicate well with parents and work well as a team. This enables children to fully benefit from their leisure time in the club in a safe environment where they relax, enjoy and achieve and make a positive contribution.

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

## **Improvements since the last inspection**

At the last inspection the provider was asked to ensure all staff are familiar with and understand the policies. This has been addressed successfully.

## **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 can be seen 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):

- provide further opportunities for children to develop their independence at snack time.

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)