

OSCA St John's

Inspection report for early years provision

Unique Reference Number	101869
Inspection date	23 January 2008
Inspector	Linda Janet Witts
Setting Address	St. Johns Primary School, Albion Street, Cheltenham, Gloucestershire, GL52 2SN
Telephone number	01242 523 786
E-mail	
Registered person	OSCA St John's
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?

OSCA St John's is a committee run out-of-school group. It has been registered since 2000. The group operates from within St John's Church of England Primary School. The school is situated on the inner ring road, close to the centre of Cheltenham. Parking permits for parents are available via the school. The children have access to a classroom, school hall, toilets and a fully enclosed school playground.

The group may provide care for 22 children aged four to eight years. Children attend from the host school and there are currently 39 children on roll. The group is open from Monday to Friday between 08.00 until 08.45 and 15.15 until 18.00 during school terms.

There is a team of five members of staff plus a volunteer, who work with the group. Their qualifications include level two and three qualifications in Playwork. Staff have completed first aid and child protection training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children eat healthily. After school the children help themselves to fruit, such as, apples and satsumas. The snack menu offers variety over the course of the week. Examples of other snacks are cheese and crackers, rice cakes. The children like to make popcorn for snack using the group's popcorn machine. They also enjoy cooking activities, such as, making 'wraps' and also activities that introduce them to food from around the world. They eat as much as they require to meet their individual needs. Fruit juices and water from a water cooler are readily available for children to help themselves to, as they wish.

Children learn good health and hygiene procedures through routines, such as, hand washing before they have their snacks and cooking activities. Their play and eating environment is maintained to a good standard of hygiene, by staff who ensure that the areas are well maintained. Children also sometimes help to wash up. In the event of a child becoming unwell or injured suitable arrangements are in place to treat and protect children from infection. Staff hold up-to-date first aid training certificates. Accident records are suitably maintained.

Children show that they are physically active as they engage in their play activities. They ask to play outside and staff happily encourage this. Football is a popular pastime outside. In cooler, changeable weather children tend to prefer to engage in physical play within the school hall. Here they join in group games, practise soft ball skills, play with bats and balls, run freely and practise skills such as somersaults and cartwheels.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play within secure premises, where entry is monitored using an intercom system. Children are protected from people who are not vetted and records of visitors are made. The club room used by the children is routinely checked by staff to ensure that it is safe for use. A safety checklist is used daily. Occasionally risks arising during the course of operation, in areas that have shared use, go unnoticed. Therefore potential risks are not always identified to the children. Children are familiar with school rules, implemented to promote their safety. Fire drills serve to familiarise children with the emergency evacuation procedures.

Children have access to a good range of resources which are suitable and safe for use. Children can access the resources easily. They take care when using resources and carry equipment safely.

Children's welfare is protected as staff working at the club hold current child protection certificates. Staff have a good awareness of the indicators of abuse and neglect. The club's child protection policy does not reflect Local Safeguarding Children Board procedures. However, staff are fully aware of the correct procedures to follow if they have any concerns about a child in their care. This helps to safeguard children's wellbeing and welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children attend the club enthusiastically. They are confident and enjoy the company of the other children, of different ages. They relate well to the playworkers and their play is enriched by the playworkers' participation. The adults are sensitive to children's needs and do not try to control a child's play so long as it remains within safe and acceptable boundaries. Children are empowered to make choices and are able to play and develop at their own pace and in their own way.

Children attending the breakfast or after-school clubs are able to choose from a good range of activities, often planned to reflect different themes. Accessible storage enables children to select what they want to do. Children can change or extend activities as they wish. The children are very creative and are keen to undertake planned arts and crafts, or use their imagination within role-play activities. They undertake exciting art activities that introduce them to different painting techniques. For example, they use pastels or chalk to create designs indicative of North American Indian art. They create Aboriginal art using finger painting to make dots to form kangaroos and octopuses, or to decorate the shells of turtle shapes. These then adorn the club walls, forming attractive displays. They make clay creations and combine glitter covered pipe cleaners, lolly sticks and different materials to make 'glitter bugs'. Children link up with others to engage in role play. They make dens from sheets and pegs and dress up in the many dressing-up clothes available. These include costumes of familiar cartoon and fairy tale characters.

The children also enjoy playing at the sand tray, board games, threading, computer games, junk modelling, playing with the train track and accessories, and cars. As individuals children construct with any of the many construction resources, often creating intricate models of their own design. Sometimes children simply like to relax and look at books or watch video films.

Helping children make a positive contribution

The provision is good.

All children attending the school are welcomed into the club and those using the club report that they enjoy their time here. Staff have experience of supporting children with learning difficulties and disability. Each child is respected as an individual. Staff know the children and their families well. Birthdays are celebrated eagerly with party food and games. Children are confident and have high self-esteem. They have positive relationships with the staff, who value what they have to say and give time to talk with them. Children share their news and ideas, and there is a happy buzz of conversation as they play together.

Non-stereotypical play is promoted; children are not inhibited in their play and can choose to join in activities regardless of their gender. The staff and children reflect the diverse local community. They see positive images of culture, ethnicity, religion and disability within the resources available to them. Children learn simple phrases in languages such as, French and Polish to aid communication with staff and peers. Activities planned introduce children to the wider world.

Children are well-behaved and good-mannered. The children draft the rules to be adhered to within the club and together with staff review them at least termly. All children are aware of the behavioural expectations within the club and play harmoniously with one another. Staff are positive role models who foster children's self-esteem well and promote good behaviour

using meaningful praise and encouragement. Children can gain reward points for being helpful and following club rules. Prizes are awarded to acknowledge children's achievements. The club has a comprehensive behaviour management policy that includes reference to bullying and reflects practice within the group.

A strong partnership has been developed between staff and children's parents. Before children start at the club, children and their parents receive information about the club and activities offered. The information also details the club's procedure for dealing with complaints, should any be received. Staff promote two-way communication from the outset and as a result staff know about children's individual needs and interests.

Organisation

The organisation is good.

The club offers a child-centred facility. It is managed by a very capable and enthusiastic playleader and she is supported by equally enthusiastic staff. They work well together and enjoy their work. The club utilises the limited space of the club room well and opportunities to use the school hall and outdoor areas are embraced. On occasion children's safety is compromised because staff do not always draw children's attention to risks arising during the course of their play. Children are offered a broad range of activities, which they enjoy. Children's care and enjoyment at the club is enhanced by the staff enthusiasm and their high regard for the well-being of all children. The adult to child ratio positively supports children's play, as does the positive partnership with parents. The provision meets the needs of the children for whom it provides.

The club policies and procedures are mostly comprehensive and work in practice to promote children's health, safety, enjoyment and ability to make a positive contribution. The child protection policy requires updating. A good relationship with the school ensures that messages are passed on between staff in both settings and parents, enhancing children's care. Records are clear and up-to-date.

Improvements since the last inspection

At the last inspection recommendations for improvement were made. These were firstly, to ensure accurate times of staff attendance are recorded. Secondly, to ensure the parents' complaints procedure includes the regulator's address and telephone number. Thirdly, to increase knowledge and understanding of Standard 7, to ensure that Ofsted is informed of any serious injury or death.

In response to the recommendations improvements have been made. Records of staff attendance are now routinely made. The complaints procedure includes details of the regulator. Staff are fully aware of the need to inform Ofsted of any serious injury or death, but have not had the need to do so.

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):

- update the group's child protection policy to reflect Local Safeguarding Children Board Procedures
- ensure that all staff actively minimise any risks arising during the course of the club's operation and draw children's attention to the risks

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