

# St Gregory`s After School Club

Inspection report for early years provision

---

<b>Unique Reference Number</b>	118075
<b>Inspection date</b>	09 October 2007
<b>Inspector</b>	Daphne Prescott
<b>Setting Address</b>	St. Gregory's Primary School, Woodfield Road, Ealing, W5 1SL
<b>Telephone number</b>	020 8997 7550
<b>E-mail</b>	floren@hotmail.co.uk
<b>Registered person</b>	Florencia Casaccio
<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 Gregory's Breakfast and After School Club is one of two clubs privately owned. It opened in 1999 and operates from one large play room in St Gregory's Primary School in Ealing in the London borough of Ealing.

A maximum of 26 children may attend the club at any one time. Children from the age of three years to 12 years of age attend the club. There are currently 15 children aged four to under eight years on roll. The club is open each weekday from 07:50 to 08:50 and 15:15 to 18:00 term time only. All children share access to a secure enclosed outdoor play area.

The club employs six staff, all of the staff, including the manager hold appropriate early years.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children's health is promoted as the setting is maintained to a good standard of cleanliness. They follow good hygiene practices as part of their routine, for example they wash and dry

their hands before tea and after using the toilet. Children see staff following good practices such as wearing protective clothing when serving food, cleaning the tables before and after snack which reinforces their understanding of good hygiene.

Children's health is protected by staff's knowledge of first aid, and this being administered appropriately, when minor accidents occur. Staff obtain parents written consent for their child to be given emergency first aid. However, it is not clearly worded that staff would also seek emergency medical advice for children's wellbeing. Information relating to accidents and administration of medication is recorded appropriately for children's safety and welfare.

Tea time is relaxed, and children really enjoy chatting to each other and staff about their school day, while they eat. Children's awareness of healthy foods is encouraged, for example a healthy foods poster is displayed, and fresh fruit is included in the daily snack. Staff are aware of children's dietary needs and food preferences because these are recorded. As a result, children's individual dietary and cultural needs are respected. Children have access to regular outdoor play and exercise, which encourages their good health. They say they like playing in the school playing field, running around and playing games with their friends.

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

The provision is good.

Children are cared for in a safe and secure environment. Their creative work, general information, posters and items of interest are attractively displayed, providing a welcoming environment. Space and furniture are well organised for children to play and move around safely, there is an area where children can use equipment safely on the floor, a book area where they can sit, and tables and chairs for snacks and activities. They have access to a range of good quality toys and equipment appropriate for their age and development.

Children's risk of accidental injury is reduced because staff ensure safety measures are met. Staff completed daily safety checks of the areas used by the children. However, written risk assessments do not include identified hazards to children on the premises, both inside and outside for their safety and welfare. Children are well supervised by staff, who are clear about their designated roles during the sessions, and communicate well, making sure colleagues know if they have to leave the room and why. Children learn about keeping themselves safe as they are aware of how to leave the building in an emergency because they have practised evacuating the building with the staff regularly.

Children's wellbeing is well protected because staff have a clear understanding of their role in relation to child protection issues. They know the indicators of abuse and the procedure to be followed for reporting concerns.

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

The provision is good.

A good range of play experiences and activities are provided for children to enjoy after the school day. The session is well planned with times for snack, free play, structured activities and outdoor play. Children arrive happy and excited as they greet staff and each other on arrival and respond to staff's enquiries about their day at school, chatting to each other about what they have done during the day. Children are very confident and are very keen to know what is going on. They openly ask questions and staff respond with interest. Staff interact well with

children, they are friendly, approachable and chat to children in a relaxed manner while working with them in small groups.

Children are busy and interested in activities, they say they like coming to the after school club and in particular, say they enjoy doing art activities and playing outside. They enjoy choosing what to do. For example, a group of children become engrossed in a game on the floor. Another group of children sit chatting, while making different animals out of play dough. Other children are having a lovely time playing in the 'Healthy Eating Restaurant'. They independently develop and extend their stories by the good props set up by the staff. Children are very good at deciding their roles and sharing ideas; children are very enthusiastic in playing the chef and serving the food. They spend time writing the menu's and deciding together how much the food and drink is going to cost in the restaurant. Staff join in children's play, offer suggestions, give advice and help during activities.

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

The provision is good.

Staff know the children well, and plan activities and small group times, taking children's ages and individual needs into account. Children have access to a range of resources that reflect diversity, such as books, puzzles, and posters which helps their understanding of the world they live in. Systems are in place to support children with learning difficulties and/or disabilities.

Children behave generally well; they are busy and interested in their play, and activities. Younger and older children get along well together in the relaxed atmosphere. They enjoy working and playing together. Children know what is expected of them, for example they participate in setting 'Behaviour rules' which are displayed, and this helps their understanding of the need for agreed rules. Children's creative work is valued, praised and attractively displayed which helps encourage pride in their work and achievements.

Good relationships between parents and staff, result in information being shared well, in particular information being passed on from the school to parents, maintaining links between home and school. Information about each child is gained through parents completing a registration form with all appropriate details. This helps to ensure that children receive continuity of care. Information is provided for parents in the form of written policies and notice boards in the entrance area.

### **Organisation**

The organisation is good.

Children are comfortable, confident and at ease. A good range of activities, equipment and play opportunities are planned and a welcoming and relaxing environment provided for children after the school day. Staff are well deployed to support children and meet their needs, for example the snack is prepared prior to children's arrival, while other members of staff set the room before the children arrive. Staff interact well with children, they are clear and flexible about their roles. They hold appropriate child care qualifications and have access to training, through the local authority, to increase and update their childcare skills. Meaning they are confident in meeting the needs of the children.

Most of the necessary documentation is in place, for example, records relating to children and staff's attendance, and a record of visitors, is maintained. Staff support the children's play, learning and ensure their safety. Recruitment and vetting procedures are in place, thus ensuring

that children are protected and cared for by suitable staff. The setting meets the needs of the range of children for whom they provide.

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

At the last inspection the provider agreed to devise uncollected child procedures; ensure the complaints procedure, includes information on how the complaint will be dealt with and devise procedures to be followed in the event of an allegation being made against a member of staff or volunteer. The provider has devised and has in place the required policies and procedures for children's safety and wellbeing.

### **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):

- ensure that parents have given their consent to the seeking of any necessary emergency medical advice in the future
- conduct a risk assessment of the premises, both inside and outside, and identify action to be taken to minimise identified 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](http://www.ofsted.gov.uk)