

# St. Paul's Out of School Club

Inspection report for early years provision

---

<b>Unique Reference Number</b>	502200
<b>Inspection date</b>	27 February 2008
<b>Inspector</b>	Debra, Elizabeth Mitcheson
<b>Setting Address</b>	St. Paul's Institute, Plantation Street, Accrington, Lancashire, BB5 6RT
<b>Telephone number</b>	01254 232 367 and 01254 399 322
<b>E-mail</b>	
<b>Registered person</b>	St. Paul's District Church Council
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

St Paul's Out of School Club has been registered since 2001 and is registered under a Management Committee. The group operates from St Paul's Institute on Plantation Street in Accrington, Lancashire.

The group provides after school care for 20 children aged from four years up to eight years. There are 14 children on roll who attend the Benjamin Hargreaves Primary School that is situated adjacent to the club. Sessions are Monday to Friday, term time only, from 15.15 to 18.00.

Children have access to the main hall area, outdoor playing fields and toilet facilities. A kitchen area is available for preparing drinks, snacks and meals.

There are two core staff working directly with the children. Both have recognised childcare qualifications. Volunteers and committee members are also available to transport children to the setting from outer curriculum activities at school, emergencies and staff absences.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children throughout the setting thrive as their physical, nutritional and health needs are well met. They are well hydrated as they freely access sugar-free juice from jugs and are well nourished at meal times. A very sociable snack time takes place around the dining table where children help set the table and enjoy their choice of noodles and fresh fruit. Meals at the club are well balanced and take into account the individual and cultural needs of all children. Children talk about 'good' and 'bad' foods, for example, 'sweets can be bad for teeth' and 'fruit makes you grow big and strong.' They also lick their lips as they recall the hot meals they have had recently, such as corned beef hash and beans on toast.

Staff follow effective health and hygiene practices and procedures to meet the children's needs. Their appropriate interaction and guidance on such issues supports children's greater understanding in managing their own personal care. For example, they wash their hands and help wipe down tables before snack, without prompting. They also recognise that they prevent the spread of infection as they put their hands over their mouths to cough and reach for a tissue when sneezing.

Children test and develop physical control with the array of stimulating experiences that awaits them both indoors and outdoors, whatever the weather conditions. These encourage their overall physical development and desire to explore. They practise hand-eye coordination during swing-ball, mini cricket, table tennis and badminton, and describe how they thoroughly enjoy a game of football and team games. These include skipping and 'wink wink murder', which develop their large motor skills.

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

The provision is satisfactory.

Children are welcomed into this setting, an annexe building situated close to Benjamin Hargreaves School and St Paul's Church. Areas of the building inside and outdoors are well utilised for out of school care. Daily risk assessments are carried out by the manager and her deputy so that hazards on the premises are minimised for children and adults. These include securing exits with safety chain and ensuring that all equipment conforms to safety standards. Children are beginning to develop their own awareness of safety as they participate in regular fire drills and safety quizzes, and remind each other how they need to take care around the little ones as they participate in physical team games.

Children's individual development needs are supported by their access to a good selection of equipment and materials. These provide stimulating activities and play opportunities for the varied age groups in attendance, for example, football, table top games and access to a variety of art materials, where the children create some very interesting individual pieces of craft work relating to the current theme, Mothers Day. Children delight in designing their card, saying, 'our mums are going to love getting these cards.'

Staff have appropriate knowledge and understanding of procedures to follow in line with the Local Safeguarding Children Board procedures, which means they can act quickly in the child's best interest and safeguard their welfare. Staff on duty are vetted and have the knowledge and skills to carry out their roles at the setting to ensure the continuing safety and welfare of

children. However, the full vetting details for the whole staff team, volunteers and committee members are inaccessible to the manager.

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

The provision is good.

Children relish their time at this setting. They come into the setting in an orderly fashion before hanging their coats and joining in with the activities. They remark on how they love coming to the group to meet up with their friends and staff. They are confident in making their own decisions in what they choose to do and negotiate with each other when asked which board games they would like to participate in. They have access to a good selection of activities and experiences that interest them. These revolve around themes and seasons. Children respond well to the challenge of making Mothers Day cards and of the computer program 'fish, chips and peas'.

All children play in harmony with their peers and support each other. They are very caring and show empathy when explaining the needs of some of their younger friends and those who have learning difficulties. Children continue to make good progress in their development because staff clearly know their children well and are aware of how they learn and progress. This enables them to plan activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities. These are carried out in an environment that is relaxed, with the emphasis on fun.

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

The provision is good.

All children are highly valued, included and treated equally and fairly at this setting. They have their individual needs met by staff who work in close partnership with parents and benefit from activities and resources which help them value diversity. They engage in a variety of activities, such as discussions on religion and the children's preparation for their Confirmation Day, and celebrate cultural festivals, the latest one being Chinese New Year. Children comment on the dragon they have made and the Chinese foods they sampled as part of the celebrations. They comment, 'we were not keen on those noodles but the rice was ok.'

There are effective arrangements in place for all children including those with learning difficulties and disabilities. These include practical adaptations to the building and hands-on experience by the staff, who are working in close partnership with parents and other professionals to provide appropriate and inclusive care for all.

Children are extremely well behaved. They are clearly aware of their boundaries as methods used for managing behaviour are developmentally appropriate and agreed with parents. Children explain, 'if we do not behave we have to sit and think about what we have done, it does not happen a lot because we are all very good.' They willingly share the group rules of being kind to each other and not damaging toys or furniture; they remember to share, use good manners and 'just don't get stressed out'. This demonstrates very positive, caring attitudes to others which are fostered by the staff team who act as positive role models. As a result, children develop their self-esteem as they are praised by the staff team for their achievements which are recognised at every opportunity. This is evident as their faces beam with smiles as they are congratulated for their efforts in making Mothers Day cards and told how they are 'bright as a buttons' on the computer.

Children benefit from the good working relationships between the staff and their parents to help them feel secure and settled. Parents receive an information pack that includes organisational policies and procedures, routines, activities and care information. They have access to a noticeboard which displays detailed information regarding the care of the children in attendance, the registration certificate and advice on how to make a complaint. Parents speak highly of the setting and the care provided by the staff team. Parents engage in meaningful conversations with staff about their child's day and progress at the setting.

## **Organisation**

The organisation is satisfactory.

Children are relatively safe and enjoy their time at this setting. The manager and her deputy, who run the setting, have recognised qualifications in childcare, the content of which is reflected in them having a good knowledge and understanding of child development and meeting the individual needs of the children in their care. There is a strong commitment to training to continually improve the care available for the children. Staff continue to attend a variety of courses relevant to childcare, for example, child protection, first aid and play.

Most policies and procedures in relation to outcomes for children are available for staff and parents. However, the organisation of care does not meet regulatory requirements. This compromises children's safety as there is insufficient evidence available to demonstrate that all the required checks have been carried out on the existing committee and staff members, and there is no policy to follow in the event of a child being lost or not collected. These are both breaches of regulations.

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

## **Improvements since the last inspection**

At the last inspection issues were raised in relation to the building, partnership with parents and children's safety. These issues have now been addressed, a noticeboard informs parents about the care at the setting and the heating has been improved. Fire drills are practised at regular intervals, therefore ensuring the welfare and safety of the children.

## **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 satisfactory. 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 all staff, volunteers and committee members have appropriate checks completed, the manager has full access to all relevant documentation and that these are available for inspection by the early years childcare inspector
- clearly define the procedure to be followed in the event of a child being lost or not collected, for all staff involved in the care of the children.

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)