

St Anthony of Padua Catholic Primary School

Inspection report for early years provision

Unique Reference Number	EY347169
Inspection date	14 May 2008
Inspector	Chris Scully
Setting Address	St. Anthony of Padua Primary School, Sands Road, LIVERPOOL, L18 8BD
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Registered person	After School (u.k.) Ltd
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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

St Anthony of Padua out of School Club was registered in 2007 and is one of six settings run by an organisation. It operates from St Anthony of Padua Catholic Primary School which is situated in the Mossley Hill area of Liverpool. Children have access to the whole of the infant area of the school and the main hall. There is a fully enclosed outdoor play area. The club is registered to care for a maximum of 32 children at any one time. It operates each week day from 07.30 to 09.00 and 15.00 to 18.00 during school term time only and serves children who attend the school.

There are currently 18 children under eight years and 15 children over eight years on roll. The setting is able to support children with learning difficulties or disabilities.

The club employs two staff including the manager. All staff hold early years qualifications. The setting receives support from Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children are cared for in a generally clean environment. They understand the need for good hygiene practices, such as washing their hands before snack. All children are confident to see to their own personal needs. Children's health is promoted by the suitable sick children policy, which is understood and is implemented by staff. This means staff are able to identify if a child is unwell and take appropriate action. However, written consent is not sought for the administration of medication, such as inhalers and a record is not made of any medication that is administered. This is a breach of regulation.

Some staff are trained in first aid, which means most children receive appropriate support should they have an accident. However, consent is not in place for all children with regard to the seeking of emergency medical advice or treatment. This hinders staff's ability to treat some children. Children's physical skills are progressing well. They are confident to use a range of larger resources outdoors, such as hoops and invent their own games and assault courses to test their individual skills.

Children's dietary needs are met appropriately. Children enjoy a range of healthy snacks after school. Staff encourage the children to choose what they would like to eat. This results in a selection of snacks, such as toast, beans on toast and cheese on toast as well as a selection of fruit being provided. Children are offered a drink at snack time; however, they do not have independent access to fresh drinking water at other times during the session in order to keep themselves refreshed. Snack times are a relaxed social occasion as children sit together with their friends and staff. They happily discuss the day's events and what they are going to do that night.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The room is welcoming to children, with some activities set up before children arrive. Children are happy to become engaged in play and to self-select additional play activities. They move freely between the areas and are confident to choose where to play and with whom. Some artwork is displayed in the setting, which fosters children's sense of belonging. Children have access to a suitable range of toys and resources, which are checked daily for safety and meet the needs of the children attending. There are some resources depicting diversity.

Children learn to keep themselves safe through discussions with staff about the setting's rules. They understand the need not to run indoors and how to handle resources safely. Risk assessments are in place, but are not available for inspection. Weekly checklists are in place, although they do not effectively record any changes to the use of the room. The use of the gates in the outdoor area is not effectively monitored, which means these are left open whilst children are playing outside. This impacts upon children's safety. Visits from other agencies, such as police dog handlers and discussion about road safety encourage children to take responsibility for their own safety.

Children are protected from harm as staff have an understanding of child protection issues. Some staff have undertaken child protection training to further enhance their knowledge and

understanding. This is supported by the child protection policy, which clearly identifies the action staff must take in order to protect children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and enjoy their time at the setting. Some plans are in place and are appropriately evaluated at the end of the week. Children are encouraged to put forward their ideas for activities, which are taken on board by staff. Children confidently engage in conversations with staff and visitors and relay information about a recent basketball game. They play well with their peers and enjoy each other's company. Older children are supportive of younger children; they provide advice and support especially when playing board games or using hoops in the garden.

Children are engaged in a range of self-chosen fun, play opportunities. They are keen to try new activities, such as tackling the assault course. Some children spend considerable amounts of time creating their masterpieces at the craft table, which include making a school bag out of paper. Staff are aware of the children's likes and preferences and provide opportunities for them to engage in their favourite pastimes, such as using the craft materials.

Children feel a sense of ownership. Staff encourage the children's opinions with regards to activities and future events. Children are vocal about the setting; they confidently tell visitors what they like to do and why they like coming.

Helping children make a positive contribution

The provision is satisfactory.

All children are warmly welcomed into the setting and have equal access to all activities and experiences. Children show respect for one another as they take turns with resources. Staff obtain information from the parents, which enables them to provide suitable care for the children. However, this is hampered by the inconsistencies within the registration forms as some do not include permission for the seeking of emergency medical advice or treatment or consent for medication. Children learn about their community and the wider world through planned activities, the celebration of birthdays and access to some resources depicting diversity.

Children are well behaved. They have devised the club rules and created a poster depicting these. This is prominently displayed within the room and referred to by staff in discussions with the children. This enables the children to feel a sense of belonging and ownership of the setting. Children are confident to tell others that what they are doing is unacceptable, for example, not sharing. Staff are consistent in their approach to managing children's behaviour, which means minor disagreements are quickly resolved. Suitable systems are in place for supporting children with learning difficulties or disabilities.

Staff build a positive relationship with parents. Most consents are in place, which means children are generally cared for in line with their parent's wishes. Parents are kept informed of the activities provided through verbal discussions with the staff, newsletters and information on notice boards. Parents are complimentary about the setting and state their children are happy here. Suitable systems are in place should a parent wish to raise a concern about the setting.

Organisation

The organisation is inadequate.

Children are appropriately supported by staff who provide a selection of interesting activities. Children have a sense of belonging and enjoy their time at the setting. However, the manager does not hold a level 3 qualification, which impacts upon the organisation of the setting. Details relating to staff induction and proof of the setting's vetting procedures, such as Criminal Records Bureau checks are not available for inspection. These are a breach of the National Standards.

Not all consents are in place for children and documentation relating to the setting's risk assessments are not available for inspection. Registers are in place; however, they do not accurately record the actual times of children's attendance. For example, children are signed in upon arrival at the setting, but not always at the time they left and the breakfast club register does not show their departure times. Other policies and procedures which contribute to the children's well-being are in place.

Overall the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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, which parents 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:

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure parents give prior written consent for the administration of medication and maintain a written record of all medication administered
- provide an action plan as to how the manager is to achieve a level 3 qualification appropriate to the post
- ensure all records and documentation which are required for children, staff and the efficient, safe management of the provision are available for inspection.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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