

St John's Earlybirds And After School Club

Inspection report for early years provision

Unique Reference Number	EY355190
Inspection date	09 July 2008
Inspector	Joanne Graham
Setting Address	Orts Road, Reading, Berkshire, RG1 3JN
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Registered person	St Johns Earlybirds and 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.

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 John's Earlybirds and After School Club registered in 2005 and is part of St John's C.E Primary School. The school is situated in a large residential area in East Reading, Berkshire. St John's Earlybirds and After School Club uses the main hall, the play ground and adjoining field, the church refectory and the gallery within the church. A maximum of 40 children may attend the club at any one time. The club is open each week day from 08:00 to 08:50 and 15:10 to 17:30 term time only. There is access to a secure outside play area.

There are currently 58 children from four to eleven years on roll. Children attend for a variety of sessions and the club serves children from the school only. The setting currently supports a number of children with learning difficulties and disabilities and who speak English as an additional language. The setting employs seven staff, of whom five hold appropriate childcare qualifications and one is working towards a level 3 childcare qualification. Both the supervisor and playleader hold a suitable level 3 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The setting promotes the good health of children and takes positive steps to prevent the spread of infection through good implementation of hygiene procedures. The premises and equipment are clean and a suitable temperature. Most staff hold a suitable first aid certificate and the first aid box is easily accessible. This means children receive appropriate care if they have an accident. There are systems in place to record incidents, medication administered, permission to act in a medical emergency and accidents, although accident forms are not maintained as thoroughly as other documents and written parental permission to act in a medical emergency is recorded on school documents. Staff adhere to the sickness policy and children who are ill or become ill whilst attending the setting do not attend if their ailment is contagious. This minimises the risk of cross infection.

Staff responsible for handling and preparing food are fully aware and comply with regulations relating to food safety and hygiene. They respect and cater for children's dietary needs and religious requirements and the play leader and supervisor make sure all staff are aware of these needs when preparing and serving the food. Meals are freshly prepared on site and the setting promotes healthy eating. Staff ensure the menu is varied and nutritional and this is changed weekly. Children's preferences are considered when planning meals and drinks are available for children to access.

Children enjoy regular physical activities that help keep them in good health. For example, team games such as football, hockey, basket ball and cricket inside and outdoors. They also have access to large apparatus to increase their balancing and climbing skills. This promotes their understanding of keeping healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are secure and the procedures in place to prevent unwanted visitors gaining access are well managed to safeguard the children's welfare. Staff deployment is very good and ratios are always maintained. Staff supervise the children at all times and there are robust systems in place to ensure children are not left with persons not vetted. This promotes their well-being. Children play in a safe environment where staff identify and minimise potential risks. Children access a wide range of suitable, safe and good quality equipment and resources. They are able to self select their chosen activities and do so with confidence. Staff organise the indoor space, allowing children to move around safely, freely and independently. Children and staff know how to leave the premises quickly and safely in an emergency and fire exits are clearly marked and free from clutter. This promotes their welfare.

Staff have a good understanding of child protection issues and know how to proceed if they have concerns about a child in their care. Most staff have attended recent training and all have access to up to date information. This safeguards children's well-being.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely happy, relaxed and very comfortable in the setting. They confidently approach staff for support, indicating very good trusting relationships are forming. They relate exceptionally well to each other, play in co-operation and welcome staff into their play. Children are exceedingly interested in the activities available and spend time concentrating on self-chosen activities. They especially take pleasure in building the Jenga tower and developing their fine motor skills whilst using the electronic toys. Children increase their creative skills well when designing cars using Lego and other construction materials and colouring and free drawing. They enthusiastically participate in planned activities and spontaneous events and staff respond positively to their requests for specific toys and equipment such as 'Trump' cards. The after school club plans daily activities which consider children's interests and preferences and also introduces them to different activities such as rounders and hockey to widen their experiences.

Activities are laid out attractively for the children and there is a system so that children can request other toys, resources and activities that are not readily available. There is a wide range of stimulating and pleasurable resources and activities available which children enjoy. Staff listen and value what children say, talk to them about what they are doing and have high expectations of what they can achieve. Staff positively encourage the children to join in and interact effectively with them. This increases the children's pleasure in the setting and significantly contributes to their enjoyment.

Helping children make a positive contribution

The provision is good.

All children are treated with equal concern and staff respect and value their differences. Staff work with parents to obtain information about children's individual needs to enable them to provide appropriate care. For example, providing vegetarian meals. There are good systems in place to support children with disabilities and learning difficulties to enable them to play an active role in the setting and to support children with English as an additional language. Children feel a sense of belonging as staff meet and greet them warmly on arrival and welcome them to join in the play. They ensure children feel included by adapting activities and sensitively reminding children about sharing popular toys and provide suitable equipment to ensure children's own possessions are stored safely. For example, providing a portable coat rack. Children confidently talk about their home lives and staff provide activities and resources to introduce children to the wider world, such as having a cultural evening when all the children brought in traditional food from their own cultures for everyone to taste.

Children's behaviour is good and at times very good. They respond positively to staff's high expectations. Children devise their own club rules and staff ensure these promote positive messages. For example, respect one another and the equipment. Staff are good role models and manage boundaries consistently. They create an environment that encourages good behaviour by constantly giving children positive reinforcements and praise. A parents' notice board keeps parents up to date about the setting, their child's key worker and details of how to contact the regulator. Staff and parents regularly exchange information about the child to promote continuity of care.

Organisation

The organisation is good.

Staff are active in self-evaluating the provision and raising standards. Most staff hold a suitable childcare qualification and all attend regular training to update their knowledge. Good organisation creates a calming, fun and enjoyable environment for children to experience a wide range of activities. Children are well protected and cared for by staff who have a good knowledge and understanding of child development. Staff have high regard for the children's welfare and work effectively as a team. They are aware of their roles and ensure children are fully occupied. Adult to child ratios are adhered to at all times.

All documentation is in place, is stored securely and confidentially is maintained. Staff use record keeping systems to meet children's needs and most contains sufficient detail, although children's arrival times for the Earlybirds club is not accurately recorded. Extensive written policies and procedures support staff to promote the welfare, safety, care and learning of children, although some information is out of date. The certificate of registration is displayed during operational hours. The provision meets the needs of the range of 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 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):

- review and implement a procedure to record parental permission to act in a medical emergency especially for the out of school clubs and ensure accidents are recorded in permanent ink and are stored more securely
- update some policies and procedures and ensure children's arrival times to Earlybirds are accurately recorded to reflect the children's actual attendance.

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