

# St. Ebbes After School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY282622
<b>Inspection date</b>	09 June 2008
<b>Inspector</b>	Jan Leo
<b>Setting Address</b>	St. Ebbes C of E Primary School, White House Road, Oxford, Oxfordshire, OX1 4NA
<b>Telephone number</b>	01865 248863
<b>E-mail</b>	
<b>Registered person</b>	Oxford Active Limited
<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. Ebbe's After School Club registered in September 2004 and operates from St. Ebbe's Primary School in Oxford. It is one of seven out of school clubs run by Oxford Active and it accepts any child who attends the school. The children use the computer room and shared area indoors and, in addition, they have access to the school grounds for outdoor play.

The group is open each weekday during school terms from 15:00 until 17:30. It is registered for 40 children from three to under eight years of age and currently has approximately 40 children on roll. Of these, about a quarter are under the age of eight years. The number of children attending varies each day.

There are seven staff working with the children, all on a part time basis, and two of these hold a relevant qualification to level 2 or above. There are two members of staff working towards a nationally recognised qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

All children receive a cheerful greeting from staff to help them feel secure and welcome. Some snuggle up to staff at register time, resting a chin on an adult's lap while talking about their day. The staff listen attentively to what children say in order to provide a sympathetic ear and offers of help if they have any problems. The children learn the basics of good hygiene, watching staff wipe tables for snack and routinely cleaning their hands before eating. Most children sit to eat and staff encourage all to have a drink after school. The children make their own sandwiches, from a choice of fillings such as honey, marmite or jam, and they follow these with a selection of fresh fruit and vegetable pieces as part of the healthy eating ethos. When playing outdoors, the staff remind children to don hats and cream if they have their own sun protection. They place some activities in the shade to keep children cool and take water outdoors to avoid dehydration. However, the staff do not ask children to bring sun protection and there is no rug to sit on outside in the shade. As a result, some choose to perch on adventure equipment in the sunshine, with a risk of getting burnt. There is always a trained first aider on site and staff have adequate supplies to treat injuries if children get hurt. Accident records are clear and staff share these with parents and carers to keep them up to date with their children's health issues.

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

The provision is satisfactory.

Children have ample space to play and are beginning to understand the importance of staying in defined areas under the supervision of the staff. The start of the session is always very difficult to supervise because school children, their siblings and parents gather in small groups to chat and play within the school grounds. This makes it very difficult to oversee the after school club children. To help overcome this problem, the staff ask all under eight year olds to wear a coloured band when playing outside, to make them easy to identify, but they fail to enforce the rule promptly at times, making it difficult to track their children. The staff deploy themselves well to support different groups of children and they regularly monitor the whereabouts of those in their charge. The staff have a sound understanding of the risks to children but they struggle to find workable solutions to overcome difficulties without seeking advice. The children practise fire drills in line with the school's procedure to avoid confusion, and staff insist they complete the drill despite the alarm stopping on occasions, after only a few seconds. This helps children learn the evacuation process and develop an understanding of the importance of safety. The registration system clearly shows which children arrive at the setting but the signing out process is confusing. Parents and carers sign their own children out when they collect, but do not easily recognise where to do so on the paperwork. Whilst there is a record of visitors on site, some are not on the register to make the evacuation process reliable. The staff have basic understanding of the child protection procedure and all appreciate their responsibility to safeguard children from harm. They know the internal policy to follow if they have concerns but lack confidence in making a referral without help. The Safeguarding Children Board leaflet is on display for staff and families to see, as a reminder of both the process and the contact details.

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

The provision is satisfactory.

Children take part in a range of low key activities which allow them time to unwind at the end of the school day. They choose what to do and where to play, linking with friends of different ages to swap football stickers, read comics or play cricket. The staff join in with play to encourage onlookers to join in and they chat freely to the children to ensure the after school club offers a friendly and sociable experience. The setting has a wide range of resources but staff offer a limited variety at times when they take the play outdoors. As a result, some children wander aimlessly for a time before playing Connect 4 alone, declining the offer of a game with staff. Some, who prefer not to join the comic readers or cricket, ask for a football or chalk but, the chalk can't be found and most of the balls are on the roof. The heat subdues most children after their long and tiring day, but despite that, all remain happy and friendly, valuing their time together.

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

The provision is satisfactory.

The children learn about diversity by chatting in groups about their home life. Some colour in the willow hut to keep out of the sun. A member of staff joins the group and develops conversations about being confirmed, what makes a Christian and discussing what different children believe. The children listen with interest and learn to appreciate cultural differences while discussing their own views with confidence. All children receive attention from staff and feel included because staff treat them with equal concern. Those with special needs receive additional support to help them join in and, where possible, staff utilise support staff from the school to ensure a consistent approach to their care. The children behave well. They tend to be lively on arrival and rapidly join with friends to share details about their day. Most show interest in the guinea pigs at some point during the session, stroking them carefully or carrying them around gently. This concern for the school pets and the interaction staff include about being nice to others, helps children develop a considerate and kind nature. The parents and carers talk freely to staff about their children when they collect at the end of the day. They find staff easy to talk to and are happy with the service on offer. Staff display some useful information for parents and carers to see, such as the certificate of registration and Ofsted's contact details, but the notice board is cluttered resulting in some policies being obscured and the registration certificate too high to read easily.

## **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. The children form secure friendships with both staff and their peers to ensure they enjoy attending. They choose what to do to make it their club and the staff join in activities to find out what children like and develop their interests. The staff are beginning to work well as a team, getting to know the children and supporting their development with increasing confidence. The staff know their weaknesses and some are attending further training to develop their individual skills. They seek outside advice to help raise standards and are working hard to provide a setting to suit the needs of all who attend. All of the documentation, required by regulation, is in place but some lacks clarity. For example, the complaints policy does not reflect recent changes regarding the criteria for recording and investigating concerns, the daily register does not indicate clearly where parents should record the time they collect, and visitors are not routinely included on

the register to aid emergency evacuation. The notice board is in a good position to enable users of the setting to see essential information but the board contains too much paperwork, resulting in some being difficult to see.

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

At the last inspection, the quality of care was judged as inadequate. There were a number of failings relating to staff qualifications, supervision of the children, the standard of food hygiene, child protection, and notifying changes to Ofsted. The manager has now begun a training course to develop her skills and help raise standards. The staff have tightened up supervision and they pay more attention to where the children go in order to protect them from unchecked adults who are on site. The management now make better use of the staff's catering and food hygiene knowledge and, as a result, snacks are produced more hygienically and children sit at tables to eat, developing their knowledge of table etiquette as a group. The child protection policy has been updated and now includes all the necessary information to remind staff of the process. Few staff have attended child protection training due to the limited supply of places on local training courses. Plans are in place to rectify this as soon as possible to increase staff's confidence in following the process. The management now has a better understanding of the regulatory requirements regarding notifying significant changes and events, and they have agreed to inform Ofsted, in future, of any major changes that affect the provision.

### **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):

- improve supervision at the start of the session when unchecked adults are on site
- make the signing out column clear in the register to avoid confusion over who has been collected.

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)