

St Mary's Primary School 4-11 Club

Inspection report for early years provision

Unique reference number	207270
Inspection date	06/10/2008
Inspector	Alison Cogher
Setting address	St Mary School, Cross Street, Chesterfield, Derbyshire, S40 4ST
Telephone number	0779 095 8911
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

St Mary's Primary School 4-11 club opened in 1993. It operates from the dining hall and chapel located within St Mary's Primary School, Chesterfield. There is a secure enclosed outdoor play area and the children also use the school playground for relevant activities. All of the facilities used are accessible for people with disabilities. The out of school club serves the children who attend the school and is registered by Ofsted on the compulsory and voluntary childcare registers.

The club opens five days a week during school term only. Sessions are from 8:00 until 9:00 Monday to Friday and 15:20 to 18:00 from Monday to Thursday. On a Friday the session is from 15.20 until 17.30. There are currently 101 children from four to eight years on roll. In addition, children from eight to 11 years attend. The setting currently supports a number of children with additional learning needs. The club employs six part time and three full time staff to work with the children. Five of the staff hold appropriate early years qualifications. The setting receives support from Derbyshire local authority and is a member of 4 kids and North Derbyshire Child Care Club Network. The out of school club is owned by an informal partnership made up of two people who work full time in the setting.

Overall effectiveness of the early years provision

St Mary's Primary School 4-11 Club provides well for children aged five years and under. Children have the opportunity to experience a broad range of well planned interesting activities that are varied over time. Children of different ages, abilities and backgrounds feel safe and happy and enjoy the time they spend at the club because of the individual care and support they receive. Staff know children and their parents well. Parents are encouraged to work in partnership with the club so that children's needs are met. Productive links with the school are supportive of children's learning and welfare. The setting is well established but staff are not complacent. They work well together and are always looking to improve what the club provides for the children who attend.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop procedures to systematically evaluate the work of the club to support the process of planning for improvement.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that at least one person who has a current paediatric first-aid certificate is on the premises at all times when children are present 20/10/2008
- undertake sensitive observational assessment in order to plan to meet young children's individual needs. 03/11/2008

The leadership and management of the early years provision

Leaders of the setting are well qualified and lead by example. They ensure that all necessary checks are made on staff and that regular risk assessments are completed to ensure that the children are kept safe and are well protected in a secure environment.

Teamwork is a strong feature within the club and all staff act as positive role models for children. Positive relationships are promoted with the school and with parents to support children's welfare and their learning. These links help to ensure that staff are able to provide appropriate support for children with additional needs. Parents are encouraged to talk to staff about their children and there is a regular but largely informal exchange of information. Children's records are kept up to date and parents are informed about any accidents or first-aid treatment given. Parents receive information about the activities their children will be taking part in and often provide resources, or their own expertise to support them.

Staff regularly access ongoing training to keep up to date with child protection requirements. Leaders are aware of the need to ensure that the club meets the current first-aid requirements to have a member of staff trained in paediatric first-aid. In addition, they regularly attend training to help them support individual and groups of children. Staff observe and discuss what children do and achieve but do not record what they see in a way that it can be used to support their planning for children's future learning.

Staff meet regularly to share ideas and to plan future activities. Parents and children are also included in this process. Leaders can articulate what they consider the club does well but there is no plan in place for future improvement. This is because there is no systematic gathering of evidence to support the club in making evaluations about the quality of its work.

The quality and standards of the early years provision

Staff plan together to provide a good variety of activities for children under an overarching theme such as 'Transport'. The range of activities takes account of children's interests and makes good use of the inside and outdoor spaces. Quiet activities and those of a more active and noisier nature are catered for in the dining hall. Children can choose from a variety of resources such as small world and puzzles, and a range of creative activities that encourage them to use their imagination. Children are encouraged to contribute their own ideas when engaged in activities. Staff respond positively to this and will adapt activities to take account of children's ideas. This flexibility contributes well to children's learning overall. Good use is made of the floor and table tops to encourage children to work collaboratively. For example; children worked together on a large piece of paper on the floor to create a large scale map. This activity generated lots of conversation and provided children with the opportunity to make choices about the resources they used and to negotiate with others. Adult help during this type of activity is very

supportive of children's overall learning and welfare. Although staff interaction with children is good they do not systematically note down children's achievements to use when they are planning future activities.

The hall is large enough to enable activities to be organised that are suitable for all the age ranges who attend the setting. Children of all ages are helped to enjoy each others' company. Relationships are good and older children often choose to be with younger children and support them well. In good weather children have access to the school's large secure outdoor play areas and physical activity is encouraged. A range of activities are organised including team games, playing on the adventure playground and free access to a variety

of sports equipment. The clubs actively seeks out people with specific skills who are willing to work with children to enrich their experiences. For example, children enjoyed learning about a range of unusual fruits from a member of the local Afro-Caribbean Association.

Well established routines help children to settle quickly at the start of the sessions and help them to understand the importance of basic hygiene. They know they are expected to sit at tables for snack time and enjoy the food that is provided for them. Opportunities to try foods from around the world are often integrated into the planned themes. Children enjoy coming to the club because they are well cared for and supported by staff.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration or the last inspection.

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.