

Stanton Road After School Club

Inspection report for early years provision

Unique reference number 503199
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Inspector Tony Anderson

Setting address Stanton Road Primary School, Stanton Road, Bebington,
Wirral, Merseyside, CH63 3HW

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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

Stanton Road After School Club opened in May 2001. The setting is registered on the Early Years and Childcare registers. It temporarily operates from a large classroom and the ICT suite of the main school building and additionally has use of the school playground and fields for outdoor play. Children who attend Stanton Primary School are the main users of this service. A maximum of 28 children may attend the club at any one time.

There are currently 63 children on roll. Children attend a variety of sessions. The setting supports children with special needs. The group opens five after school sessions a week, during the school term. Sessions are from 15:30 to 17:45.

There are four permanent staff who work with the children. There are two members of staff, who hold a relevant child care qualifications with another working towards a recognised playwork qualification as outlined in the action plan.

Overall effectiveness of the early years provision

The childcare provision in this setting is good with some outstanding features. Young children are provided with an outstanding range of opportunities to make choices in the games and activities they choose to do. The present setting, which is temporary due to extensive alterations to the main school, is a warm and inviting environment which clearly provides children with safety and security despite the lack of a policy relating to staff checks which contains a clearly defined renewal period for checks on staff suitability. The setting ensures that the welfare and safety of children is a top priority and staff are aware of minor shortcomings in the consistency of record keeping relating to occasional accidents to children. Children's progress is monitored effectively through a new individual and colour coded record book for each child which is also shared with parents on a regular basis. Other assessments of children's progress are made through a 'key worker' system which is currently being updated following recent changes in staffing. Parental support for the out of school facility is very strong and parents are regularly consulted and informed of the club's activities through informative and well designed newsletters. Self evaluation of the club's strengths and areas for development are improving well but are not yet being fully utilised to support continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that a policy covering staff suitability checks is produced and that it includes a defined renewal period for these checks
- ensure that there is consistency in the recording of any accidents to children including informing parents and recording this fact
- develop the recently created self evaluation system to ensure that it leads to continuous improvement.

The leadership and management of the early years provision

Leadership and management of the setting are good. Staff are trained and qualified for their respective roles and the ratio between adults and children meets statutory requirements. The work of staff is subjected to regular appraisal and they are encouraged to identify areas pertinent to their own professional development. The setting's manager and her staff, create a very positive environment for children to play and learn. Observations of young children in the setting confirmed their happiness and enjoyment as they engaged in a wide range of activities such as a 'Toytastic Invention' competition. Staff work very well together as a unit and time is allocated for them to meet regularly to discuss the progress made by children under their control through the effective and colour coded child record books which have been recently introduced to monitor each young child's progress towards all aspects of early years development.

A wide range of written policies and procedures are in place and are subjected to regular review and development. The current policy on risk assessment is robust in assessing all the activities undertaken by children and the temporary setting is subjected to a daily health and safety check (recorded) prior to each day's activities. The setting's arrangements for the safeguarding of children are good but key staff and the after school club's committee are aware that a renewal time needs to be set for repeat suitability checks on all staff. Staff are appropriately qualified in first aid and the child welfare provision is good.

The setting's procedures for regular self evaluation of the effectiveness of the provision leading to continuous improvement are developing well through the recent completion of a self evaluation form, but still have some way to go to be fully implemented. The relatively new child assessment and tracking system is used well to monitor individual development and to demonstrate to parents the progress their child is making.

Links with parents are very strong and the setting regularly consults them through frequent dialogue and newsletters, the latest edition of which informs parents of the winners of the recent Child Safety Poster competition. A notice board in the setting is used well to inform parents and keep them up to date with special events. The setting's links with the main school and other agencies is strong and this has a clear and positive impact on children's enjoyment and progress.

The after school club's capacity for further improvement is good.

The quality and standards of the early years provision

The effectiveness of children's learning, development and welfare is outstanding. The day to day planning of the setting's activities is very good and includes an exceptionally wide range of activities, games and challenges, some of which link to the local community and children's personal development. For example, as part of the challenging Wirral Civic Award to which all children have been invited to enter, one young child (with the help of her parents) has produced a very effective and

colourful portrayal of the Mersey Ferry with excellent illustrations and descriptions. Additionally, all children have completed level 1 of the Heartstart Programme which provides first aid training and knowledge of how and when to make a 999 call.

A wide range of opportunities are on offer, such as painting, riding scooters in the playground or playing football with 'real nets'. Children are very well behaved and the relationships with staff are excellent. The setting's warm and colourful environment for learning and play is good and there are a wide range of resources available in addition to a quiet area with large cushions placed on the floor, an aspect which has improved since the last inspection.

Written records of children's efforts and endeavours are improving and effective use is beginning to be made of young children's record books to record their work and progress in relation to their early learning goals. A good colour coded system helps parents to understand the process and to see at first hand the progress their child is making. This information is passed onto the main school's early years department to further support young children's learning and progress.

Each child is connected to a member of staff by a key worker system which is currently being updated to take account of recent changes of staff. Young children are aware of systems and procedures linked to their own safety, such as fire evacuation routines which have recently been changed in line with the temporary accommodation provided for the after school club.

Children thoroughly enjoy their time in this setting and they demonstrate exceptional attitudes and behaviour. The indoor and outdoor facilities are utilised very well to support all aspects of the early years provision and there is a key focus on fun, enjoyment and challenge which is clearly evident in abundance. Children were seen to make a very strong contribution to the setting's community and the steps they make towards their future development, well-being and progress are outstanding.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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.