

St. Giles After School Club

Inspection report for early years provision

Unique reference number	207269
Inspection date	26/11/2008
Inspector	Glynn Storer
Setting address	St. Giles C of E Primary School, Starkholmes Road, Matlock, Derbyshire, DE4 3DD
Telephone number	01629 56813
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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 Giles After School Club opened in 1997. It operates from the St Giles C of E Primary School in Matlock, Derbyshire. The club serves the local area and surrounding villages. The setting opens five days a week during school term only. Sessions are from 15.15 until 17.30. There are currently 80 children from four to 11 years on roll. The accommodation, which includes an enclosed outdoor play area, is appropriate for children of this age and provides full access to those with disabilities.

The setting employs four part-time staff. Half of the staff hold appropriate early years qualifications at Level 3 and a further member of staff, who is currently qualified to Level 2, is working towards the higher level of qualification. The setting receives support from Derbyshire Local Authority. The setting is on the Early Years register and lists its provision for older children on both the voluntary and compulsory Childcare Registers.

Overall effectiveness of the early years provision

St Giles After School Club provides effective after-school care for children in the EYFS. It is a lively and enjoyable place, where children learn and play happily together. The club runs smoothly because it is led effectively and teamwork amongst staff is good. The club promotes good progress in children's personal development and in aspects of their learning because relationships between children are strong and staff have improved their planning in order to bring greater variety to children's learning. The setting meets almost all welfare requirements and staff ensure that children are safe and well cared for. The management committee and staff are conscientious in overseeing and evaluating the work of the club and this puts it in a good position to improve further in the future.

What steps need to be taken to improve provision further?

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

- create a record of attainment for each child and use this information to plan activities that build on children's prior learning
- make arrangements for staff, re-training in child protection, in line with currently required time scales

The leadership and management of the early years provision

The setting is led and managed effectively. The club's managers have drawn up effective policies to ensure children's welfare, which they review regularly. Regular visits to the setting by the chair of the management committee, along with meetings with staff ensure that the quality of provision is evaluated conscientiously. This has led to considerable improvement since the last inspection,

for example, in the implementation of suitability checks and safer recruitment practices for all staff and volunteers, and in the recording of accidents and other incidents. There have also been improvements to the ways in which activities are planned and to the training of staff. Children's safety is given a high priority. They play in a safe environment because staff carry out safety checks daily, before the session begins. The setting enjoys good relationships with parents and works effectively in partnership with them. Parents spoken to said that they had confidence in the Club and that it contributed to their children's learning and development.

The quality and standards of the early years provision

St Giles After School Club makes a positive contribution to children's learning and personal development. Staff plan a good range of activities that complement all areas of learning. They use a planning cycle that ensures that there is variety and renewed interest that motivates children to join in fully. Children are free to choose activities such as construction with Lego, making jigsaws, writing, drawing or playing games. Staff promote both learning and play effectively. They strike a good balance between allowing the children to follow their own interests and intervening to guide and support in a way that ensures that children are purposefully engaged throughout the session. Staff observe children at work and play and report points of interest to parents. However, there are currently no formal arrangements for assessing children's attainments or for planning activities that systematically build on children's prior learning.

Children's welfare is of great importance to all staff and they are conscientious in putting the club's welfare policies into practice. There are thorough checks on all facilities and resources at the start of every session. Records show that fire drills are regular and children spoken to knew what to do 'if the whistle blows'. Occasional accidents are dealt with properly because staff have appropriate qualifications in first aid for young children. There are thorough records that enable staff to inform parents of all accidents or of other incidents that could be of concern to them. Staff are thoroughly conversant with the club's child protection policy and are trained or briefed on its implementation. However, this policy does not make provision for staff to be re-trained in accordance with required time scales. There are thorough systems to ensure that places in the setting are pre-booked and this enables managers to ensure appropriate adult to child ratios are maintained at all times. Similarly robust systems ensure that only parents or known carers collect children.

Children's personal development is good because staff care conscientiously for their needs. Staff have high expectations of children's behaviour. Most children respond well, because relationships between children and staff are good and staff deal firmly, but pleasantly, with occasional minor incidents that occur. Staff place a high priority on developing children's independence and strategies, such as expecting children to make choice or to prepare their own snacks, work well in this regard. The club promotes healthy lifestyles effectively. Snacks are healthy and children report that 'there is always some fruit'. When conditions allow, there is also provision for lively outdoor play. A strength of the setting is the way that it

brings together children of different ages and, in doing so, promotes friendships across the ages and a high level of mutual care and support. Parents state that this 'works wonders for children's self-confidence and social development.'

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?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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