

# Mount Carmel After School Club

Inspection report for early years provision

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**Unique reference number** EY371211  
**Inspection date** 27/11/2008  
**Inspector** David Shepherd

**Setting address** Mount Carmel RC Primary School, Downsell Road,  
REDDITCH, Worcestershire, B97 5RR  
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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**

Mount Carmel After School Club is run by Maire Childcare & Education Services Ltd. This comprises a committee of parents, known as trustees. It was previously operated by a committee run organisation and opened in 2007. It operates from the ground floor of the pre-school building located within the grounds of Mount Carmel Catholic Primary School in a residential area of Redditch, Worcestershire. It uses the same premises as the Mount Carmel Pre-school. The club also has access to the main hall, library and computer suite within the main school building. Disabled access is gained by a side door which has a ramp. A maximum of 40 children may attend the club at any one time. The club is open from 15.10 to 17.30 term-time only and is registered on the Early Years Register and both parts of the Childcare Register. All children have access to a secure, enclosed outdoor play area, the school playground, an adventure playground, playing fields and a wooded area. The club employs eight members of staff. Seven of these hold appropriate early years qualifications and one is a trainee teacher. All have enhanced Criminal Records Bureau (CRB) certificates. Seven have first aid certificates including five with paediatric first aid certificates. Six staff also work in the pre-school and know the children very well. They also know many of the older children because some of them also attended the pre-school when they were younger. The manager is undertaking an early years foundation degree and three other staff are undertaking further qualifications.

## **Overall effectiveness of the early years provision**

Mount Carmel After School Club meets the welfare and learning development needs of all the children excellently. Regular and thorough assessments of the children's progress are carried out in conjunction with the pre-school provision and this ensures all children are well known and there is inclusive provision in all areas of learning. There is very close partnership with parents and the school. The manager and her staff review their work very well and continually strive, and have the capacity, to improve provision even further.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- link assessments to the requirements of the new EYFS framework.

## **The leadership and management of the early years provision**

The manager and her staff work tirelessly and effectively to provide excellent provision. A good range of policies is in place that ensures the safe and efficient management of the after school club and the children's well-being. All safeguarding issues are carried out very well to ensure children do not suffer harm

from any unforeseen danger.

Staff are well qualified and deployed effectively. Most staff work in the pre-school also. They each act as key workers for small groups of children whom they know very well. This ensures that the specific needs of all children are met.

Staff work very effectively with parents who are more than happy to sing the praises of the work of the after school club. During the inspection, one parent spoke enthusiastically about his satisfaction at the way the after school club cares for and helps his child to learn. Termly newsletters are sent to parents as well as other letters on specific issues. The after school club has a policy on parental involvement.

Staff review their practice regularly and seek to make improvements. They have completed in draft the recent national self-evaluation form. This prompts the after school club to rigorously review all its practices. The first draft of this form is too descriptive and does not include enough evaluative comments. Administrative tasks are carried out very well. Detailed records are kept of children's progress in learning and development and welfare alongside those of the pre-school. This is a benefit to many staff working in the pre-school and contributes to the recording of children's learning and development during the day. However, assessments have not yet been cross-referenced to the recent national guidance that ensures there are no gaps in children's learning. The accommodation is used well to promote and extend all aspects of pupils' learning. Even though darkness fell during the visit, children make good use of the outside area to promote their physical development and healthy exercise.

Staff at the after school club work very closely with the headteacher and staff of the primary school on the same site.

## **The quality and standards of the early years provision**

Children in the after school club are very well behaved and get on very well with each other. They respond very well to staff and learn well. This is good preparation for their later lives. They walk around the room sensibly having regard for the limited space available to them. They take due care of and respect the furniture, toys, materials and other children. This helps to keep them safe and free from any unavoidable mishap that may occur. It also makes a good contribution to the smooth running of the after school club. Relationships with staff and other children are very good. Children listen carefully to adults and respond readily to requests and teaching from them. This creates a positive and happy atmosphere and contributes significantly to their learning and development. Very good emphasis is placed upon healthy lifestyles. Children wash their hands after going to the toilet and before eating their snack. They make sandwiches themselves during their snack. Their snacks consist of healthy options, such as fruit, cheese, ham cucumber, bread, marmite and jam. They take turns in washing and drying the plates, beakers and knives after the snack. This helps them to make a very good contribution to the session and prepares them very effectively for their future lives. They have free access to fresh drinking water at any time during the session.

Children are supervised well and feel safe. The premises used are secure and the furniture, toys, apparatus and materials used are appropriate for the children's ages and in good condition.

Children take part in activities enthusiastically and enjoy what they are doing. During the inspection these included playing on bikes, scooters and football outside and computer games, small toys, art and craft activities, making models with construction apparatus, role play and colouring inside. The staff made good use of the school playground in the short time before it went dark. Displays around the room indicate that children work together cutting, colouring and painting to make a collage. Children talk sensibly with each other and with adults. This encourages their skills of speaking and listening effectively. Older children play very well and include younger children in all activities. All areas of the EYFS framework are included in the planning by the manager and her staff who assess children's progress in each area and include comments in the children's files that are also used during the pre-school. This is a significant advantage of most staff in the after school club being the same as those in the pre-school.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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](http://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.

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.