

St Mary's Before and After School Club and Holiday Playscheme

Inspection report for early years provision

Unique reference number	509430
Inspection date	24/02/2009
Inspector	Adelaide Griffith
Setting address	St Mary's Church Hall, Bristol Road, Selly Oak, Birmingham, B29 6ND
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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 Before and After School Club and Out of School Club and Holiday Playscheme opened in 1997. It operates from two rooms within a church community building in Selly Oak. The club is open from 07.30 to 09.00 and from 15.30 to 18.00 each week day during term time and from 07.30 to 18.00 during school holidays. The club is open all year round except for one week at the start of September. Children share an outside play area. Access to the premises is via low steps.

The club is registered to care for 40 children on the Early Years Register. There are currently four children on roll in the early years age group. The club is also registered for children on the compulsory and voluntary parts of the Childcare Register. The setting offers places to children attending St Mary's Primary and Tiverton Primary School. The setting is able to support children with learning difficulties and/or disabilities. The setting is also able to support children who speak English as an additional language.

The setting employs four members of staff. Of these three hold appropriate early years qualifications and one is working towards a qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are making steady progress in this setting that offers a high standard of care and learning. All children enjoy their time at the setting and their needs are effectively met. Children's welfare is positively promoted and they are kept safe but some specific risk assessments are omitted. The strong partnership with parents and other early years providers supports children well. Owing to the process of self-evaluation the setting has several targets for improvement in order to offer a more effective service for the care and development of children.

What steps need to be taken to improve provision further?

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

- review safeguarding procedure and include information relating to procedures to be followed in the event of allegations being made against a member of staff.

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

- conduct a risk assessment and take all reasonable steps to ensure that hazards to children are kept to a minimum. This applies specifically to school runs (Safeguarding and promoting children's welfare).

09/03/2009

The leadership and management of the early years provision

All records are maintained for the efficient management of the setting but some required information is omitted from the child protection policy. Robust procedures for the recruitment of staff and attendance on courses ensure that adults are vetted and suitable for looking after children. Children are at ease in the comfortable environment and staff strive to improve the quality of learning through the provision of a wide range of resources. Owing to regular checks staff consistently increase the quantity and types of resources that enhance play indoors and outside.

The managers have maintained continuous improvement by making specific changes such as the installation of new windows and shutters to ensure security of the premises. Furthermore, overall improvements are identified and these include staff's increased confidence in caring for children. The self-evaluation process is well developed and staff have invited comments from parents and children to focus on areas for improvement. For example, children contribute to rules in the setting and express their opinions on resources and activities. Children's safety is competently promoted whilst they are on the premises but risk assessments are not implemented for the school run. The partnership with parents is supportive and staff work well with parents to manage behaviour. There is a long established relationship with other early years providers and this contributes to children's learning and development effectively.

The quality and standards of the early years provision

Children are effectively helped to learn and develop in the Early Years Foundation Stage due to staff's understanding of activities that encourage progress. The adults support children's learning by their active involvement in play and their clear knowledge of the children's abilities. The main room is spacious and bright due to colourful displays and a large hall is available for physical activities. There is a wide range of planned, purposeful activities that promote all areas of learning. They have access to a wide range of books and are exposed to letters and labels in the room. Children are learning about the wider community due to involvement in fund raising for charity and they are gaining an understanding of the environment as they collect leaves and make collages. Children have opportunities to access instruments and enjoy imaginative play in dens which they construct with a selection of materials.

Most activities are led by the children and the setting promotes a child-friendly atmosphere. The quality of planning for individuals reflects the staff's understanding of children's preferences and they include challenges accordingly. For example, for children with well-developed physical skills jumping from one tree stump to another is encouraged and they test their ability against older children. Observations and assessments are carried out regularly. During activities staff sit with children and observe their developmental skills. For instance, where children's ability to cut is not sufficiently developed staff provide different activities to

promote these skills. Currently, there are no children with learning difficulties and/or disabilities in the setting. Staff understand the importance of working with parents and other agencies in order to promote children's additional needs effectively. Staff share information about children's activities on a daily basis with parents. They always note children's behaviour and discuss any occurrences with parents in order to work on any areas of difficulty. There is a well-established relationship with other early years providers. Staff complement skills promoted in these settings such as pencil control and writing.

Children are competently safeguarded due to staff's clear knowledge and understanding of child protection issues. Children's good health is well promoted when they participate in cooking activities which staff use to raise their awareness of healthy choices and they participate in physical play daily. They are thoroughly protected against infection due to procedures that ensure that tables are appropriately cleaned before the serving of snacks. Children are well behaved and they are learning to have regard for others and to work together as a team. Children are helped to stay safe due to constant supervision and they are aware of boundaries beyond which they may not go when they play in the fields. They are protected indoors due to daily checks and health and safety measures such as yellow strips at the edge of low steps.

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.