



# St Mary's C of E Out of School Club

Inspection report for early years provision

<b>Unique Reference Number</b>	EY297320
<b>Inspection date</b>	28 September 2005
<b>Inspector</b>	Jill Lee
<b>Setting Address</b>	St. Marys C of E Primary School, Cundy Street, Sheffield, South Yorkshire, S6 2WJ
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<b>Registered person</b>	St Mary's C of E Primary School
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### 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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

St Mary's C of E Out of School Club was registered in 2004. It operates in St Mary's C of E Primary School in Sheffield and serves children attending the school. The club has use of the school hall and an adjacent library area. Children also access the secure, enclosed outdoor playground.

A maximum of 32 children may attend the club at any one time. It operates each weekday during term time from 15.10 to 18.00. There are currently 45 children on roll.

Two staff are employed to work directly with the children, both of whom have or are working towards an appropriate qualification in play work. The club has a regular list of supply staff, all of whom currently also work in the school.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean and well maintained environment. Children learn good hygiene practices which help to keep them healthy, for example, they wash their hands before snack time. Arrangements for first aid and administering medication meet requirements and protect children effectively.

Parent's wishes are considered so that children's individual health and dietary needs are met. Children sometimes help to prepare snacks with staff and they suggest their own ideas for snack time menus. Fresh fruit is now more routinely offered so that children can choose a healthy option. Children sit together to eat so that snack time is relaxed and sociable; they help to give out the plates and cups and serve the scones. Children can access water independently throughout the session and have a choice of fruit juice or milk for snack.

Children use the school playground whenever possible for active physical play. The school hall is used if the weather is unsuitable to go outdoors. Children organise parachute games indoors, like 'spinning in the washing machine' and playing cat and mouse. They organised a summer fair with staff to raise funds for resources and with the proceeds bought a bouncy castle for the club. This is used with great enjoyment by all the children at every session. Some children think the 'best thing' is the 'massive space' towards the end of the session, when tidying up begins because 'you can do cartwheels'.

Children learn to express and manage their own needs very well. For example, they are at ease in the club environment and able to relax quietly on soft mats at the end of the school day if they are tired. They are confident in support from staff and are able to seek help appropriately.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a secure environment which allows them to play safely and move around freely. They use a wide range of safe, good quality and age appropriate resources. These are organised at child height in the storage cupboards, encouraging children to access them independently. Arrangements for the collection of children from classrooms are age appropriate; younger children are met, while older children go directly to the hall.

Staff conduct clear risk assessments on a daily basis which helps to minimise risk of accidents. They have a very clear awareness of their responsibilities within health

and safety regulations. Children understand expected behaviour, as the club rules are the same as those in the school. Good supervision encourages children to behave in responsible ways, for example, children know they must wait their turn for the bouncy castle as it is only safe for three children to be on it at any one time. Staff understand the need to balance risk and safety so that activities are challenging and interesting to children.

Staff understand their responsibilities with regard to protecting children and have attended training to improve their knowledge and skills. Most required child protection procedures are clearly established, implemented effectively and are shared with parents. Children confidently make any concerns known, for example, seeking staff support to negotiate difficulties, enabling them to feel safe and secure in the club.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children love attending the club and are settled and happy; they talk very positively about what they like doing. They enjoy a very varied, stimulating and well balanced range of play opportunities at each session. Children are encouraged to make independent choices. Staff are deployed effectively to support children's play; they know children very well and sensitively support their individual needs. There is a good balance between adult-led and child-initiated activities.

Staff are very responsive to children's ideas and suggestions and children engage in activities with energy and lively enthusiasm. They become very engrossed in activities they enjoy, like sharing the Harry Potter game on the play station and doing jigsaws. They develop imaginary games as they build a large tent out of a cardboard box. They use initiative to choose activities and develop their own play ideas, for example, they make their own puppets and organise puppet shows requiring turn taking and co-operation. They have opportunities to be creative as they make peg dolls, build wheeled trucks to ride on and make masks.

Children behave well; they are polite, confident and self-assured. They learn to understand acceptable, co-operative behaviour, as they negotiate what they want to do with their friends and make sure everyone is happily involved. Children's interactions with staff are warm and trusting.

### **Helping children make a positive contribution**

The provision is good.

Children develop a strong sense of belonging to the club and freely make their own choices and decisions about activities. Staff respect the children's own ideas and welcome their contributions to planning and suggestions for activities. Children devised a 'wish list' of resources they would like and helped on stalls at the summer fair to raise enough money to buy them.

Staff ensure that all children can take part in activities according to their needs and

abilities, so that the club is inclusive and welcoming to all children. Activities are planned which raise children's awareness of the wider world and other cultures and festivals.

Children are praised often; they receive lots of praise for being helpful or kind and earn reward stickers. This positively reinforces good behaviour. Children play together very harmoniously as they share toys, plan games and are helped to resolve difficulties. Opportunities to allow children to help with routine tasks and have more active responsibility for their own behaviour are not always maximised. For example, children do not actively contribute to thinking about how the rules, which are the 'golden rules' of the school, should be implemented in the club. Although children share well and consider others, they do not independently manage, for example, whose turn is next on the play station or the bouncy castle and they do not routinely help to tidy away toys as they finish with them.

Parents and children are asked to share information about their needs, likes and dislikes. Staff communicate very effectively with parents on a daily basis and develop shared strategies to ensure consistency with home and school. Parents enjoy relaxed and comfortable relationships with staff, promoting children's sense of security. Regular, informative newsletters keep parents up to date with the club's activities and plans.

## **Organisation**

The organisation is good.

The club is very well organised to ensure children's welfare and safety. Daily routines are clearly planned and flexibly implemented, to respond to children's varying needs and interests. The impact of varied routines on organisation and safe use of space is not sufficiently monitored, for example, with regard to snack time, now that club numbers have increased and daily use of the bouncy castle which reduces play space. Staff are deployed effectively and careful risk assessments are in place to monitor children's safety.

Staff work together as a cohesive team, supported by effective liaison with the head teacher of the school, who is a member of the club management committee. They evaluate their own practice appropriately to enhance children's experiences and access training and development opportunities.

Effective induction procedures help to ensure that the comprehensive policies and procedures are consistently applied, so that children's welfare is safeguarded. Staff are appropriately vetted and have suitable skills and experience to work with children. All required documentation which contributes to children's health, safety and well being is in place. Parent's wishes regarding their child's care influence day to day practice and clear written agreements are recorded. Staff talk through policies and procedures with parents when children are admitted to the club.

Overall the club promotes children's well-being and effectively meets the individual needs of the range the children who attend.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- clarify the way incident records are kept and ensure parents understand behaviour management and child protection procedures
- increase opportunities for children to have more active responsibility for helping in the club and managing their own behaviour
- review the overall use of space and organisation of the session to introduce increased consistency in planning.

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