

St Mary and St Michael Primary School Out of School Care

Inspection report for early years provision

Unique reference number EY349265
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Inspector Alison Romanczuk

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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 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 and St Michael Primary School Out of School Care was registered in 2007. It operates at St Mary and St Michael Primary School in the London borough of Tower Hamlets. The out of school care is open from 15:30 to 18:00 Monday to Friday during term time and from 08:00 to 18:00 during the school holidays. Children have access to the hall and some classrooms and there are enclosed outdoor play areas in the school playground. The club is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for 90 children, of whom 40 may be in the early years age group. There are 18 children currently on roll in the early years age group, with two qualified staff.

Overall effectiveness of the early years provision

Overall, the provision is good. Children have equal access to resources and activities which meet their individual needs. Policies and procedures in place are implemented effectively to promote children's safety, welfare and learning. Good relationships with parents and others ensures children are settled and achieve well in all areas. Systems in place to evaluate the provision are in the early stages and currently leave some areas relating to training inconsistent.

What steps need to be taken to improve provision further?

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

- establish consistent systems for evaluating the provision's strengths and weaknesses
- ensure all staff have regular access to updated training particularly in safeguarding procedures

The leadership and management of the early years provision

Staff demonstrate a clear commitment to providing a worthwhile experience for the children attending this club. Those who work directly with children in the early years age group have a particularly good level of experience and qualifications which underpin their consistent, good daily practice. Thorough risk assessments and fire procedures in place help to protect the children from hazards and enable staff to ensure the environment is kept suitable for children's use. Systems in place to evaluate the provision are at a developmental stage, however, and not used consistently by leaders across the club. Ongoing training needs as a result, including those for safeguarding, are not always accessed for those staff who are not employed by the school. Despite this, staff have a sound knowledge of child protection procedures and records and contacts with outside agencies ensures children's safety in this area.

Children play in an inclusive environment where their individual personalities and

abilities are given good attention and children, including those who may have learning difficulties and/or disabilities, settle well at the club as a result. They benefit from clear routines and from being in their familiar school environment where they access the good range of resources with confidence and a sense of ownership of the space. Children are well cared for when they are unwell and have suitable places to rest and unwind. Good health is encouraged and the children regularly wash their hands and enjoy healthy snacks such as toast and fruits each afternoon.

Staff's good knowledge and understanding of the welfare requirements is underpinned by secure records, policies and procedures which are required for the safe and efficient management of children in the Early Years Foundation Stage. Good links with teachers at the school support the club's aim to work in partnership with others and many staff work supporting the school children as teaching assistants during the day. Staff work well with children's parents, informing them of children's progress with regular reviews and observational reports and parents report that their children settle and progress well in all areas.

The quality and standards of the early years provision

Children enjoy coming to the club after school and settle well into the familiar environment. Regular supervision, observations and profiles of the children during activities enables staff to get to know them well and cater for their individual interests. Activities are both challenging and fun and flow directly from the experiences children have had during their day in the school. Behaviour is good and the children clearly understand the routines and rules of the club and have built up secure relationships with staff and their peers. Children are chatty with their friends, make choices about what they will do and show increasing self-reliance when moving about the school and outdoor area. They help to bring out toys and to tidy up and enjoy talking about their personal experiences and listening to others.

The children enjoy a good variety of activities, including team games outside such as baseball, football and tennis, and apply themselves eagerly to art and craft and table top activities. Younger children enjoy using the school's nursery classrooms and its wealth of resources, including creative materials, role play corners, books and computer equipment. They benefit from cosy cushioned areas to relax and enjoy regular circle time and story sessions with enthusiastic staff. The children particularly enjoy daily physical play in the dedicated outdoor area where they are able to develop skills in climbing, balancing and manoeuvring cars and scooters around the giant tyres set out.

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.	3

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?	3
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

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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