

# St Luke's After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	503794
<b>Inspection date</b>	05/02/2009
<b>Inspector</b>	Jennifer Lawrence
<b>Setting address</b>	St Luke's C E Primary School, Jubilee Road, Formby, Liverpool, Merseyside, L37 2HW
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<b>Type of setting</b>	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 Luke's After School Club is provided by a committee. It opened and was first registered in September 2001 and is based in St Luke's C E Primary School in Formby. The club operates from four classrooms and the main school hall. A small snack and quiet room, kitchen and first aid room are also available. All children share access to a secure enclosed outdoor play area. The school is situated within walking distance of the train station, local bus routes, shops, park and nature reserve.

There are currently 45 children aged from three to under eight years on roll. Children up to the age of 11 years also attend the group. All children attend for a variety of sessions. The club provides care for children with learning difficulties and/or disabilities and children who speak English as an additional language. It is open five days a week during term time from 08.00 to 08.45 and 15.15 to 17.45, except on Fridays when it operates from 08.00 to 08.45 and 14.45 to 17.45. A holiday club operates for eight weeks a year from 08.00 to 18.00. There are seven staff, including the manager, who work on a full- and part-time basis with the children. Of these, four hold appropriate early years qualifications. The setting is a member of the Kids Club Network and receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The committed and dedicated manager and staff of this club provide very high levels of care and an outstanding learning environment. Children enjoy their time in the setting and achieve highly. St Luke's After School Club is an inclusive setting where staff have a good knowledge of procedures for those with learning difficulties and/or disabilities. Parents talk about a 'Constant friendly face' and appreciate highly the safe and stimulating learning environment. The manager carefully monitors many aspects of the club's work but does not always use this to carefully evaluate and adapt provision.

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

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

- change the routine of the breakfast club so that all children are encouraged to take advantage of the breakfast on offer
- refine self-evaluation so that it focuses clearly on the outcomes for children and highlights areas that may be improved further.

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

The leadership and management of the setting is outstanding. Through a culture of ongoing assessments and regular staff discussions the manager has a clear focus on improving the provision for children. The capacity to improve further is therefore very good. Planning is based on what the children enjoy. Consequently, the ethos of the St Luke's After School Club is about having fun whilst learning. Activities are evaluated and the next steps in learning discussed with all staff and children. However, opportunities are sometimes missed to carefully evaluate the setting's overall effectiveness to ensure that the outstanding provision is used fully; for example, numbers eating a nutritious breakfast each morning.

Links with the school are very good. A robust system of record keeping informs the early years manager of the achievements of children whilst in the club, ensuring good continuity of provision. Observations of the children are also shared with parents and this further supports the outstanding partnership between home and school. A DVD supports children new to the setting so that they know the routine before they attend; for example, where to hang their coats and where they eat their snacks. This is indicative of the very sensitive approach to young children that is promoted by this very caring manager. Children are very safe because of the stringent attention to health and safety. All safeguarding procedures are fully in place. Children use the local environment when appropriate and risk assessments ensure that all are safe. Outdoor provision is secure and children have access to this in the afternoon session.

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

The quality of provision is a result of the involvement of all staff in the pursuit of good practice. Children happily attend this setting. They are confident and feel safe. The caring ethos and the involvement of the children in planning their learning ensure that the behaviour of the children is very good. Children relate well to each other as a result of very effective role modelling of the adults in the setting and the very real partnership with parents and the school. A Paddington Bear, taken home each weekend, supports this partnership as children are encouraged to share his experiences when the bear returns. The monthly newsletter for parents keeps them fully informed and involved in their children's learning; for example, this month there are 10 top tips to keep teeth healthy, together with a tooth brushing chart.

Children's personal development is outstanding. As a result of the many visitors to the club, children really enjoy their learning. Children are fully engaged in the planning of activities and staff understand the importance of interacting with the children to make learning meaningful. This enables children to achieve very well. Children new to the setting are assigned a 'buddy', and there is a pictorial timetable to support the needs of younger children. Children are engaged in making and selling biscuits for charity and are encouraged to discuss sensitively issues regarding cultural diversity. There are good opportunities to learn about healthy lifestyles; for example, visiting artists promoted healthy eating by using

'Vigilantes' characters. The breakfast club promotes healthy eating very effectively. However, some of the children choose not to eat at this time, missing the opportunity for a nutritious start to the day.

## 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?	2
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?	2
How well are children helped to enjoy and achieve?	1
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](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 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.