

St Mary's Out of School Care

Inspection report for early years provision

Unique reference number

EY338405

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Inspector

Pauline Berry

Setting address

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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 Out of School Care is one of several provisions run by the Buckinghamshire Hospitals NHS Trust. It was registered in 2006 and operates from various rooms within St Mary's C of E Primary School, Amersham, Buckinghamshire. It is open each weekday, during school term times, from 08.00 to 08.50 and 15.05 to 18.00. The holiday club operates during selected school holidays from 08.30 to 17.30. The breakfast session and holiday play scheme were not inspected on this occasion. All children share access to a secure enclosed outdoor play area. There are currently 34 children attending the provision, 20 of whom are in the early years age group; some children are over eight years of age. Children in attendance during term times are mainly from the school. During holiday times the group is also open to families of the hospital trust members. There are four staff members, plus the Officer in Charge who attends on a regular basis. All staff are employed by the Buckinghamshire Hospitals NHS Trust who can call upon other suitably trained staff to cover staff absences. St Mary's Out of School Care is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. This popular after school provision is well led and managed, ensuring that the welfare and safety of the children is at the heart of all they do. Children thoroughly enjoy the time they spend there and are encouraged to be independent learners who can make their own choices from the range of purposeful activities on offer. Relationships between adults and children are very positive and good inclusive practice promotes children's personal and social development effectively. Staff work well together, setting high standards for themselves and constantly seeking ways to improve. Parents are seen as important partners; their views are sought and, when possible, acted upon. The setting is well placed to move forward under the strong and committed leadership of the current manager.

What steps need to be taken to improve provision further?

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

- ensure that time spent setting up for snacks is as purposeful and focused as the rest of the session
- further develop the use of profiles in order to gather a strong evidence base of pupil progress with clear actions for future development

The leadership and management of the early years provision

Children are well cared for and enjoy attending because the setting provides a warm and caring ethos where children feel safe and can enjoy the range of

activities on offer. There is a comprehensive range of policies to ensure the welfare of the children. Effective steps have been taken since the last inspection. Special needs and safeguarding policies are in place and the manager is identified as the special needs coordinator. All staff have attended child protection training. Children are safeguarded well. All the necessary checks are carried out on adults working in the setting. All staff follow clear and thorough procedures, for example, in the case of accidents and injuries. Staff are suitably trained in providing first aid. They are vigilant to recognise and reduce risks.

The day to day provision is well organised and staff work very effectively as a team. The manager gives a good example to staff in her positive attitude to training and commitment to continuous improvement. The setting has made a good start to self-evaluation. There is a strong understanding of the strength of the provision, current practice is evaluated and clear steps for improvement are identified. The views of parents and children are sought and acted upon if appropriate. The setting works well in partnership with others and meets regularly with the school to ensure good communication.

The quality and standards of the early years provision

Children settle quickly and easily into the setting because staff have positive relationships with them and their parents, enabling them to feel confident and ready to play and learn. Staff spend time with children, joining in their games, taking interest in what they do and encouraging them to try new activities. One parent commented, 'staff are warm, friendly and approachable' and children appear to be in no rush to leave at the end of the session. Children are welcomed into a bright and colourful environment, with a range of equipment ready for them. A quiet area is provided for relaxation and children can take time to unwind on large beanbags and cushions provided for them.

Children play together harmoniously, whether with their peers or with older children. They behave very well and make a positive contribution to the group by taking turns when playing games, sharing the resources and helping each other. Two young children have great fun playing hide and seek in the outdoor area, using the counting they have learned in school before seeking each other out. The children also enjoy playing with a range of outdoor activities. One younger child calls out excitedly when she manages to balance on a board 'I can do it!' There is a good balance between self-chosen tasks and those which are adult led. Adult-led activities have included making pancakes and kites and one child talks animatedly about flying the kites outdoors.

Children's personal and social development is well catered for. Children under five show great confidence and happily approach adults to share their experiences with them. They enjoy the social opportunities afforded by snack time. Children eat a healthy snack of crackers, carrots, cheese and ham, followed by fruit. They are offered a choice of milk or juice. Children sit happily at the table in mixed groups and discuss their day and what they did at the weekend. They help to set the table and all children are encouraged to wash their hands before eating. However, there is a very short period of time during setting up when the session is not as

purposeful as it might be. The manager is aware of this and is keen to take steps to address the issue.

Children are given opportunities to take responsibility for their own learning and for the well-being of others. They are encouraged to help set up for snack time and are happy and willing to tidy away. Throughout the session, children are asked what their chosen preferences are. The majority of children choose to play in the outdoor area but there are still meaningful activities for those who choose to stay inside. Children are well supervised at all times and their care and safety is paramount to all staff.

Profile sheets for each child are completed in consultation with the child and parents, to ensure that staff are aware of individual needs. This feeds into the comprehensive planning systems in place. A good start has been made to assessing children's learning. Portfolios contain evidence gathered by key workers of pupils' progress for the children in the Early Years Foundation Stage. Samples of work are annotated and comments made to support future progress. This needs to be developed further to ensure that a strong evidence base shows clear progression for all children from their starting points.

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.