

# St Stephens Out of School Club

Inspection report for early years provision

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**Unique reference number** EY243063  
**Inspection date** 04/03/2009  
**Inspector** Kate Heslegrave

**Setting address** St Stephens Infant School, Lansdown Road, Kingswood,  
Bristol, BS15 1XD

**Telephone number** 07858 475276

**Email**

**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 Stephens Out of School and Holiday Club is on the Early Years Register, the Childcare Register, and the Voluntary Childcare Register. It operates from the main hall of St Stephens Infants School, Kingswood, Bristol. The After School Club serves children who attend St Stephens Infants and Junior Schools. There are currently 42 children aged from four to 11 years on roll, of these five are EYFS aged, with 12 children under eight years. The setting is registered to care for a maximum of 26 children aged from four to 11 years at any one time. Children attend for a variety of sessions. The After School Club opens five days a week during the school term only. Sessions are from 15.15 until 18.00 each day. The holiday club is not currently running. The Holiday Club opens five days a week during the school holidays from 08.00 until 18.00 each day when it is in operation. The Holiday Club serves children from the surrounding areas. The setting supports a number of children with learning difficulties and/or disabilities. There is wheelchair access. The setting employs three members of staff of these two hold appropriate early years qualifications. There are links with the local pre-school.

## Overall effectiveness of the early years provision

St Stephens Out of School Club is a satisfactory setting. Children are cared for in a generally safe, secure and welcoming environment. The provision promotes inclusive practice satisfactorily. The leadership team is reflective and is aware of strengths and areas for development. It has satisfactory capacity to improve.

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

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

- develop staff's knowledge and understanding of the Early Years Foundation Stage
- provide a wider range of learning activities to address individual learning needs and interests

## The leadership and management of the early years provision

The leadership and management of the early years provision is satisfactory. Children are cared for by a kind, committed team of staff who are suitably qualified and clear about their daily responsibilities. Staff are confident in their knowledge and understanding of child protection issues, supporting child welfare. Strong security measures at the school and good staff deployment ensure that children are safeguarded. For example, there is a separate 'late arrivals' register for children attending school clubs first, ensuring staff have knowledge of where every child is. Regular fire drills are undertaken and recorded and daily risk assessments are completed which enable staff to identify any potential hazards.

There is a sound partnership with parents and carers which promotes effective communication regarding children's well-being. The setting has a good reputation locally, and has a waiting list. One parent of a four year old commented, 'children learn good social skills mixing with older children'. The play leader has some knowledge and understanding of the Early Years Foundation Stage (EYFS) and training is planned for all staff. Currently, staff are not sufficiently confident in their knowledge of the EYFS to ensure that they help each child to progress as much as they can given their starting points. Personal, social and emotional development is sound due to the effective support in the setting for all children. However, monitoring, assessment and evaluation of children's learning are not sufficiently rigorous at present to identify individual learning needs.

Policies and documents are in place and now updated to help to promote the efficient organisation of the setting for the children. The setting has been proactive in responding to the recommendations for improvement that were made at the time of the last inspection, and is well motivated towards maintaining continuous improvement.

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

The provision for quality and standards of the early years provision is satisfactory. Children become increasingly confident and independent learners, because of the safe, and secure environment. Children understand the routines and what is expected of them with good support from staff. The setting has reviewed the arrangements at the start of the session and children in EYFS are now occupied straightaway. Children enjoy the calm colouring activity provided ensuring a smooth transition between school and after school club. Children spontaneously express 'awe and wonder' at sudden falling of snow flakes, but there is no opportunity made to experience outdoor play. Staff actively seek children's ideas for future activities, giving children opportunities to make decisions on the 'Children's Activity Ideas' form. Suggestions for visits to, for example, the park and library, are popular and gives opportunities for more awareness of the wider world. Children have opportunities to handle money, for example, in buying ice-pops in hot weather, gaining economic skills for the future. Children decide on the main activity, team games, but not all EYFS children join in with the fast pace activity. The range of activities for the younger children are limited mainly to table top activities such as cutting and pasting and colouring, not fully addressing individual learning needs and interests.

There is a strong sense of belonging in a friendly club community. Children feel safe and able to express their feelings to staff. They choose from a healthy range of fruit in snack time and pour their own drinks. Children develop their social skills well in mixing with older children. There is good behaviour throughout the session with children taking responsibility for their own actions, and showing respect for each other. There is warm interaction between staff and children, who know each other well. The quality of provision for welfare is satisfactory.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.