

St. James's Out of School Club

Inspection report for early years provision

Unique reference number	303822
Inspection date	10/06/2009
Inspector	Shaheen Matloob
Setting address	St James Church, Church Lane, Mytholmroyd, West Yorkshire, HX7 6DS
Telephone number	07876 056 416
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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. James' Out of School Club opened in 1995. It operates from the upper room of St. James' Church in Hebden Bridge, which is adjacent to the school. Most of the children who attend are from St. James' Church of England Junior and Infant School, however, children from the surrounding community are also welcome. The setting is open each weekday from 07.45 to 09.00 and 15.00 to 18.00, during term time only.

The club is registered by Ofsted on the Early Years Register. A maximum of 24 children aged three to 11 years may attend the club at any one time. There are currently 50 children from three to 11 years on roll, who attend various sessions. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are three members of staff employed to work at the club. The co-ordinator holds a level three qualification and other staff hold relevant qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff create a safe and welcoming environment for children and children enjoy their time at the club and benefit from the range of activities available. Although, staff do not effectively use observations of children to plan further motivating experiences. Children and families are welcomed into the setting and staff have positive relationships with children and parents. Children develop a good understanding of diversity through an interesting range of planned activities and meaningful resources. The provision and outcomes are satisfactorily monitored through some quality checks and adequate methods of self-assessment, however, this does not effectively lead to clear identification of targets for further improvement.

What steps need to be taken to improve provision further?

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

- carry out regular fire drills and practise with children
- improve reflective practice, self-evaluation and informed discussions to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- use observations and assessments to identify learning priorities and plan relevant and motivating experiences for each child.

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of risk assessment clearly stating when it was carried out, by whom, date of review any action taken following a review or incident (Documentation).

18/06/2009

The leadership and management of the early years provision

The maintenance of records, policies and procedures required for safe and efficient management of the EYFS and to ensure that the needs of all children are generally effective, although risk assessment are carried out a record of these is not kept. Suitable steps are taken by the setting to evaluate its provision for children's welfare, learning and development. Informed discussion with parents and a 'comments book' is available. Consultations with children are regularly monitored and children are able to see how their input has led to visible outcomes. However, these systems are not fully established and do not effectively identify the setting's strengths and priorities for development in order to improve the quality of provision for all children.

Partnerships with parents are positive and staff work well with parents to meet children's individual needs. Daily verbal communication, regular newsletters and written documentation ensure that parents are provided with good information about all aspects of the setting and their children's activities and well-being. There are good systems in place to involve parents in supporting their children's learning in meaningful ways.

Staff have a satisfactory understanding of safeguarding and child protection issues. A clear safeguarding policy ensures that staff working with children demonstrate some commitment to children's safety and suitable procedures are in place to identify and record any concerns. Positive arrangements are in place to ensure all staff working with children are suitable to do so.

The quality and standards of the early years provision

The good health and well-being of children is promoted well and necessary steps are taken to prevent the spread of infection. Children clearly understand the importance of personal hygiene and that hand washing prevents germs from getting into their tummies and making them ill. Children are offered a varied range of appetising and healthy snacks and children make healthy choices about what they eat and drink. They recognise how certain foods, such as carrots, cucumber and broccoli contain vital vitamins that help them to be healthy. Effective systems are consistently implemented to meet the specific dietary and medical needs of children in accordance with parental wishes. Children understand the benefits of a healthy lifestyle and know that drinking up to '15 glasses of water and exercise make you healthy'. Furthermore, they explain the changes in their bodies after vigorous physical activity, such as their hearts beating faster and needing '8 hours of sleep' to recuperate. Staff have a satisfactory understanding of the EYFS and use this knowledge to plan a range of appropriate activities based on children's interests and needs. Children also make informed choices about their play. Records of children achievements and progress are available and include some observations, although these are not used to identify learning priorities and plan relevant and motivating experiences for each children.

Children have access to a safe, welcoming and secure environment and staff have a good commitment to keeping children safe. Fire safety is generally effective and children have a clear understanding of the evacuation procedure. For example, they explain how they must sensibly but quickly leave the premises and are adamant that they must not re enter the building. However, fire evacuations are not carried out and practised with children regularly. Arrivals and departures are monitored closely and children are safely escorted from school by staff to ensure that children remain safe. Daily visual checks and a suitable risk assessment is carried out, although a record is not kept of this. Children say that they all feel safe at the club and know that if they have any concerns, they can approach staff who will deal with these to their satisfaction. Children use a computer to listen to music and play chess, they are able to perform complex instructions and use tools to operate programs. They clearly explain the rules of chess and gain self-esteem as other children identify them as 'really good at chess'. Some children particularly enjoy playing board games with staff and develop their language and communication skills to create and spell words.

Children have very good relationship with each other and staff. They become involved in a range of activities where they share equipment, take turns and co-operate with each other without any adult intervention. They are encouraged to develop positive attitudes and have respect towards each other. A meaningful range of resources, positive images and interesting planned activities contribute to developing children's knowledge of the diverse world. For example, Children are involved in planned activities and use a world map to identify which countries they receive postcards from and create flags for those countries. Staff disseminate information so that children can understand and make informed decisions about their care and learning. Children are clear about the clubs rules as they have helped to devise them, As a result, children are consistently well behaved and polite and know that good behaviour means 'listening to what staff say, being kind or helpful and no bullying'.

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?	3
How well does the provision promote inclusive practice?	3
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?	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?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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