

St Julie's Care Club

Inspection report for early years provision

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| Unique reference number | 502601 |
| Inspection date | 29/04/2009 |
| Inspector | Chris Scully |
| Setting address | St Julie's Church Hall, Howard's Lane, Eccleston, St. Helens, Merseyside, WA10 5HJ |
| Telephone number | 07949 497 011 |
| 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 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 Julie's Care Club registered in 2001. It is managed by a parent-led management committee and is set in the Eccleston area of St. Helens. The provision operates from two rooms within St Julie's church hall, the school hall and the Information and Communication Technology suite in St Julie's School. A maximum of 32 children may attend at any one time. The provision operates a breakfast club from 07.45 to 08.50 and an after school club from 15.15 to 17.45 all week during term time. All children share access to an enclosed outdoor play area. The setting is registered to care for children on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register.

There are currently 12 children on roll in the early years age group and 89 children in the later years age group. Children attend various sessions throughout the week. The provision serves the children who attend St Julie's School. The setting is able to support children with learning difficulties or disabilities.

The provision employs eight staff. Of these, three staff including the manager hold appropriate early years qualifications, including qualified teacher status. One member of staff is completing an additional level 3 qualification and another is completing a degree in French.

Overall effectiveness of the early years provision

The quality of the provision is satisfactory. Appropriate action has been taken to address the issues from the last inspection, thus improving upon the organisation of the setting as required documentation is now in place. Children's health needs are generally well promoted, although there are some gaps in the recording of medical information. Partnerships with parents and others are flourishing and contribute well to children's learning. Children's play and learning in suitably supported by a range of activities though these can be limited to specific areas. Systems to keep children safe are broadly sound with some omissions in risk assessments. Children are respected as individuals, they are fully included in all of the activities provided and their needs are appropriately met in practice.

What steps need to be taken to improve provision further?

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

- ensure risk assessments contain sufficient detail regarding outdoor play areas, fire evacuation procedures are displayed and contain information as to how to evacuate from the rooms used in school
- develop the observation systems to ensure children achieve as much as possible in relation to their starting points and develop the plans for outdoor play to improve upon children's choice and learning experiences
- further encourage children's thinking, reasoning and problem solving skills by encouraging the use of open-ended questions in discussions.

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

- ensure prior written consent is obtained for any preventative medication, which may need to be administered to children and ensure sufficient information is available regarding any specific medical conditions a child may have.

13/05/2009

The leadership and management of the early years provision

Staff have a sound understanding of safeguarding issues and the action to take to ensure children are protected from harm. Risk assessments of the setting help to keep children safe. Although they are not sufficiently detailed with regards to the outdoor play; in relation to access to car parks, the hill area and brambles, which pose a risk to children's safety. Children have a sound understanding of how to evacuate in an emergency from the church hall, however, the fire evacuation policy does not contain information on how to evacuate from the school building and is not displayed within the setting. Other records and documentation are appropriately maintained and contribute appropriately to the organisation of the setting. However, the systems for obtaining consent to administer preventative medication are not robust and insufficient detail is held on some specific medical conditions in relation to the signs and symptoms of a potential episode. This hinders staff ability to effectively meet the health needs of some children. Staffing details are in place and demonstrate that a number of hold current first aid certificates, which means they are able to respond appropriately in an emergency

Following the last inspection suitable progress has been made in addressing the actions raised. The setting has improved upon the systems for safeguarding to ensure children are protected; systems are in place to inform Ofsted of any significant events and all policies and procedures including the complaints procedure have been revised and are now compliant with the legislation. Some policies are awaiting formal acceptance by the management committee but are being implemented by the setting. Systems for self-evaluation are working well, a number of the issues identified by the setting have been effectively addressed, thus improving upon the organisation of the setting. New targets, such as the development of the observation system have been identified, demonstrating the settings commitment to ongoing improvement.

Partnerships with parents are progressing well. Parents are fully informed of their child's time at the setting. This is effectively achieved through access to the comprehensive parents pack, information displayed on notice boards and daily verbal exchanges with staff. Information about children's needs is generally well sourced and means staff are able to provide suitable care. For example, they are aware of children's specific dietary needs and ensure children are not exposed to foods which may cause a reaction or conflict with their religious needs.

The quality and standards of the early years provision

Children are happy, settled and develop positive relationships with staff, which enable them to take part in activities. Plans demonstrate all children are able to take part in a wide range of interesting activities and experiences, such as making their own healthy pizzas for snack. Systems for observation are in their infancy and are not yet used effectively to support children's ongoing learning. This has been identified by the setting and systems are in place to develop this in conjunction with the school to ensure consistency for children. Children generally move freely between the indoor and outdoor environment. However, the outdoor area is mainly used to support children's larger physical skills and provides few opportunities for children to engage in alternative activities, such as, reading, craft, or construction as these are only available indoors. Thus, limiting children's choice, play and learning experiences.

Children enjoy the company of staff and are keen to talk to them about what they have made with the construction kits. They use their imagination to describe what they have made, for example, "this is a police dragon spaceship", and talk about modifying the design. However, little conversation takes place with some staff to prompt children's thinking about how they are going to do this and what materials they would need to do this. Hence, limiting children's opportunity to enhance their thinking, reasoning and problem solving skills. Children's mathematical skills are well established as they confidently use a range of mathematical terms and language in everyday conversations, for example, confidently informing staff of how many more children need to have snack.

Children learn about the wider world through topic work around festivals during the year and by accessing some resources, which promote diversity. They have a strong sense of community and develop an understanding of the needs of others through discussions about forthcoming birthdays and other events with their peers and visitors. Inclusion is promoted as staff are aware of children's individual needs and the opportunities for all children to take part in all of the activities. The opportunities to use a range of equipment outdoors significantly promotes children's understanding of healthy lifestyles and enables them to test and explore their larger physical skills. They skilfully fly the inflatable disc and attempt to navigate its flight path to their friends. Thus developing an understanding of forces, navigation and the implications of the weather on their objectives. Regular opportunities to use computer equipment and games consoles enhances children technological awareness and their attitudes to learning as they locate information.

Children are generally well behaved and respond appropriately to staff's requests. They show respect to others as they listen to what they have to say and attempt to independently resolve their differences. The creation of club rules in conjunction with the children provides them with a sense of ownership and the confidence to provide reminders to others about their behaviour. Older children confidently offer support to others, for example, how to score the perfect goal. Meals and snacks are organised well and contribute to children's health and well-being. Children have a secure understanding of their own safety and of their friends as they freely offer advice as to how to carry resources boxes safely.

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

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| 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

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| 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? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 3 |

Quality and standards

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| 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? | 3 |
| How well are children helped to stay safe? | 2 |
| 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 |

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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