

St Clare's Pre-School and After School Club Ltd

Inspection report for early years provision

Unique reference number	EY382501
Inspection date	07/05/2009
Inspector	Joan, Patricia Flowers
Setting address	St. Clares Church Hall, Sharoe Green Lane, Fulwood, PRESTON, PR2 9HH
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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).

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. Clare's Pre-school and After School Club Limited operate in a church hall situated directly behind St Clare's Roman Catholic Church in Fulwood. The provision is run and managed by a qualified childcare provider. There are six members of staff employed, of whom five hold relevant qualifications in early years. The pre-school is registered to care for 25 children in the early years age range from two to five years, and 25 children from four to under eight years in the after school club. Older children up to eleven years also attend the after school club sessions. Overall numbers do not exceed 40 children at this group. The operating times are term times only and are between the hours of 09.00 and 11.30 Monday to Friday for pre-school, and between 15.20 and 17.20 for the after school club. There are 51 children on roll. The provider is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children are cared for in the large hall and a smaller quiet room. There is an outdoor play area available within the grounds of St Clare's school. The provision is close to local amenities such as shops, the library, and the hospital. Support and training are accessed from the local authority Sure Start development consultancy.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are making good progress and are happy and settled at the pre-school and after-school clubs because they have many opportunities to access enjoyable and challenging activities that support their development and learning. Staff know the children very well and respond sensitively to their individual needs, working together with parents and others to provide an inclusive and responsive environment. The staff team demonstrate a strong commitment to continuous improvement and are starting to reflect, through self-evaluation, how outcomes for children can be made as good as possible. Membership of the Pre-school Learning Alliance and 4Children is retained.

What steps need to be taken to improve provision further?

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

- ensure that risk assessment procedures are implemented effectively so that identified health and safety issues are appropriately managed according to the assessments of identified risk.

The leadership and management of the early years provision

Both clubs provide a generally safe and secure environment where children's welfare is given good priority. Risk assessments are undertaken to ensure that the premises and outings are safely managed, however, an unsecured heater guard presents a hazard to children. Daily checks are also carried out to ensure resources

and activities take account of children's safety. Overall, staff have a good understanding of safeguarding children and have a secure knowledge of the procedures to follow if they were to have any concerns.

Each session's routines are well organised and staff are deployed effectively to meet the needs of the children in their chosen activities. They are always focused on the individual needs of the children. Clear policies and procedures are readily available and implemented well to promote good practice within the setting. All the required documentation is well maintained and complies with the appropriate requirements of the club's registration. Robust recruitment and induction procedures are in place so ensuring that children are cared for appropriately by vetted and suitably qualified staff, and sometimes volunteer helpers, who all give high priority to promoting children's learning, enjoyment and development.

The staff team work very well together and are working towards using a more formal form of self-evaluation to evaluate their service and practice. They have a good understanding of what they do well and they implement new ideas to support areas they identify for development. There is a strong partnership with parents, other settings, including St Claire's school where all the children will or do attend, and outside professionals. Information is regularly exchanged to provide good continuity of care between home and both elements of the club's provision. Parents are well informed about their children's progress and development and have regular opportunities to share information about their child or children. This is undertaken both formally and informally using enrolment information, the 'All About Me' and 'chat' books and required written records, such as, accidents and incident reports as well as daily discussions at drop off and pick up times.

The quality and standards of the early years provision

Children enjoy a varied range of activities that help them to learn and develop. Individual children's interests are incorporated into planned activity. This means that their learning is meaningful and promotes progress along their learning journey. All children can access resources from the accessible range set out covering all the prescribed curriculum areas. Children are confident and well-behaved, responding positively to the calm manner and constant praise and support from staff. They manipulate dough, rolling it into small balls and then saying 'flick, flick' as they use precise hand eye coordination skills. They use tools to cut the dough into strips, comparing who has the longest or shortest. Young children are developing extensive imaginative play as they dress up in costumes and act out real life situations in the home corner, playing with the play cooker and putting the dolls to bed. Children select their own name cards at registration and are starting to develop good phonic awareness during play. Staff, for example, reinforce the initial letter sounds of words like 'm' for money, during free play. The inviting book area entices children to frequently sit alone and with others to look at and share favourite stories. They listen carefully and participate eagerly and confidently at story times and other group sessions. Children are learning to recognise their own name as they select their printed name card, and can locate their own coat hook, initially by using picture symbols. They are becoming ever competent when using the computer and proficiently control the mouse as they

complete a chosen game. Children build towers and compare them to see who has the tallest. More able children can count beyond 10 and calculate how many more when another child arrives. Staff observe the children at play and make useful evaluations of their interests and achievements. This information is used to plan future activities that build on their interests and prior learning so that planning for their next steps is informed.

Children are developing good practices that promote a healthy lifestyle and an awareness of keeping safe. This includes eating healthy options at snack times, for example, crumpets, bread and butter and malt loaf, as well as fresh fruit. Children have lots of opportunities to get fresh air and exercise each day. They access the school's adjacent playground and grassed area using wheeled toys, bats and balls. Preschool children go on short walks to the nearby shops and post office to post letters and look at the checkout so they can play purposefully in their role-play shop. They observe the leaves emerging from bud in spring as they develop skills in observation and prediction as well as their knowledge of the world around them.

Children are learning to play group and team games, as well as joining in with the movement and music sessions inside and outside. Children are encouraged to take their inside activities outdoors which allows them to breathe in fresh air, move freely, make a noise, and gain a sense of space, colour, light and scale, thus, broadening the scope of their learning and enjoyment. Good hygiene practices are in place and observed by staff. This not only limits the risk of cross infection and contamination but also helps children to learn by example how to develop good personal habits themselves. Staff involve children in understanding why there are rules. All the children help to draw up the list with older children writing these up to be displayed on the board for them to look at and consult. Children are proud of their achievements, eagerly showing their creations to staff and parents. Staff recognise the uniqueness of each child and use this to support their personal development. This results in children having a strong sense of belonging and aids their all round development.

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?	3
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?	1
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?	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?	1

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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