

St. Teresa's After School Club

Inspection report for early years provision

Unique reference number EY332947
Inspection date 22/04/2009
Inspector Tara Street

Setting address St. Teresa's RC Primary School, College Road, Upholland,
Skelmersdale, Lancashire, WN8 0PY
Telephone number 077661 50134
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. Teresa's After School Club is run by a voluntary committee. It opened in 2002 and operates from the school hall of St. Teresa's RC Primary School in Skelmersdale, Lancashire. There are no issues which may hinder access to the premises. A maximum of 28 children aged under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care for children aged eight years to 11 years. The group is open five days a week from 15.15 to 18.00 term time only.

There are currently 48 children on roll, of these 24 are under eight years and of these nine are within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years and playwork qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff meet children's individual developmental needs appropriately and promote most aspects of children's welfare and learning successfully. Children enjoy friendly relationships with the staff, who create a happy environment in which children can play, and ensure that all children are included. Information obtained from parents and carers and other professionals enable staff to meet children's different needs. The manager has identified the strengths and some of the areas for improvement within the setting. However, the setting has not informed the regulator of the recent change to the manager, which is required by the EYFS.

What steps need to be taken to improve provision further?

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

- continue to develop the assessment system to make it clearer how children are progressing towards the early learning goals and ensure their next steps in learning are identified
- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- ensure regular evacuation drills are carried out and recorded
- provide more regular opportunities for children to access and develop their skills in using information and communication technology.

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

- inform the regulator of any change to the person who is managing the early years provision. (Suitable people) (Early Years Register, also applies to both parts of the Childcare Register)

24/04/2009

The leadership and management of the early years provision

Children use an appropriate range of toys and equipment which are safe and suitable. Staff carry out risk assessment checks before each session to ensure children can play safely and enjoy their time at the setting. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. However, there has been a very recent change to the manager of the setting and the regulator has not been informed of this change to ensure appropriate checks are completed, which is required by the EYFS. Most of the records, policies and procedures that support the setting to promote positive outcomes for children are appropriately maintained. However, evacuation drills are not carried out and recorded regularly enough to ensure the ongoing safety of children. Staff protect children from harm as they have a sound understanding of their role in child protection. Staff form close and friendly relationships with parents and carers of children. They exchange verbal information at the end of each session, keeping parents informed about what the children have been doing and the care they have received. There are informal links with other early years practitioners within the school, particularly for those with learning difficulties and/or disabilities or who speak English as an additional language, to ensure children's needs are planned for.

The manager has generally appropriate systems in place to monitor and evaluate the provision and is beginning to identify and implement some improvements. For example, the setting has purchased more comfortable seating for the quiet area and a new book storage unit to allow children greater accessibility and free choice. The recommendations made at the last inspection have been fully implemented.

The quality and standards of the early years provision

Staff have an appropriate understanding of the EYFS and therefore children's progress towards the early learning goals are generally supported. However, this is not clearly identified within planning and the assessment records. They do not show clearly how children are progressing towards the early learning goals or identify their next steps in learning. This potentially limits the setting's ability to ensure each child's needs are being met. Children enjoy creating patterns with beads, dressing up in the role-play clothing and investigating construction materials. Various creative activities are offered daily and children enjoy free access to a good range of collage and mark-making materials to practise their early writing skills. Warm relationships between staff and children are formed and children behave very well. For example, they readily share toys and take turns with the stencils. Children are keen to express themselves and their ideas because staff

use appropriate questioning and discussion techniques to help children think for themselves. For example, children discuss and build a den out of camouflage materials. Activities are used suitably to promote early mathematical skills, such as board games and educational computer programmes. Children experience suitable opportunities to access information and communication technology to support their learning, such as accessing a laptop and hand held games consoles. However, some opportunities for children to explore technology, such as battery operated and programmable toys are limited. Children's knowledge and understanding of the world around them is effectively promoted through daily resources and their involvement in a wide range of activities which look at different celebrations and cultures from around the world. For example, children enjoy examining and tasting exotic fruits and cooking different foods related to various cultures.

Children are developing a good sense of safety. They understand the safety rules because staff explain to them about hazards, such as crossing roads, and the possible consequences of this. Children enjoy a varied and healthy range of snack options, such as carrots, cucumber, raisins, apple and orange. They are beginning to learn about healthy eating through planned activities and discussion. Children regularly play outside or in the school hall with a range of equipment which helps the development of their physical skills. For example, they regularly participate in group games and enjoy playing with skipping ropes, balls and balancing equipment.

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?	3
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?	3
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?	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR12) 24/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR12) 24/04/2009