

St Benedict's After School Club

Inspection report for early years provision

Unique reference number	305315
Inspection date	06/05/2009
Inspector	Brenda Clarke

Setting address	St Benedict's Catholic Primary School, Hall Road, Handforth, Wilmslow, Cheshire, SK9 3AE
Telephone number	07742545737
Email	network.nurseries@lineone.net
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 Benedict's Out Of School Care is a before and after school club which runs from St Benedict's Roman Catholic Primary School in Handforth. The service is provided by Network Nurseries Ltd. It provides out of school care for a maximum of 24 children at any one time. Children from the school attend and the provision has been registered since 1998. There are currently 35 children on roll, two of whom are in the Early Years Foundation Stage (EYFS). The club can cater for children with learning difficulties and/or disabilities. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The club operates from 8.00 to 9.00 and from 15.30 to 18.15, Monday to Friday, in term time only. The areas of the school used for provision are the central resource area, school toilets, playground and playing field. The club is soon to acquire a classroom that will be used as a quiet place for activities such as reading and completion of homework. There are five staff, four of whom are appropriately qualified and one who is nearing completion of a qualifying course.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. However, there is some good aspects. Standards of care and welfare provision, such as safeguarding procedures, are of a good and consistent quality. Relationships are strong and inclusive, and help children to develop confidence and enjoy their time in the club. Partnerships with parents are effective at an informal level. Staff are developing some understanding of the EYFS framework but have not fully implemented the recommended six areas of learning nor the key worker system. Systems for planning activities and for observing and assessing all children's learning and development are not well established. Satisfactory progress has been made since the last inspection and capacity to improve further is satisfactory.

What steps need to be taken to improve provision further?

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

- train staff to develop their skills of effective evaluation and good planning for children's next steps in learning
- develop a wider range of systems for communicating with parents
- fully implement the Early Years Foundation Stage framework including the key person system.

The leadership and management of the early years provision

The leadership and management of the setting are satisfactory. Staff work together well and form good relationships with children and parents. All safeguarding, staff vetting and child-care procedures are good and ensure that children's safety and security is paramount. Staff know the children well and cater

effectively for their individual welfare needs. They have good behaviour management skills so that children behave well and are respectful. Good communication with school staff ensures that problems are shared and that vulnerable children receive additional support. Parents are given an informative leaflet on registering and are provided with written details if their child has an accident. They are greeted informally when collecting their children but currently the setting does not keep them sufficiently well informed about their children's progress.

The EYFS framework is at an early stage of implementation. Young children receive good support from adults who are aware of their differing needs. However, they have not been assigned a key worker with formal responsibility for their well-being. Planning on a daily basis is brief and not related to the prescribed areas of learning. Hence opportunities are missed to develop a wider range of experiences, for example, opportunities to write in an informal setting. Whilst adults support children effectively in their play, the planning also lacks a suitable mix between activities that adults lead and those that are available for children to choose for themselves. The leader has made a good start in evaluating the effectiveness of provision but this evaluation is mostly about children's welfare and enjoyment and not sufficiently focused on their development and achievements.

The quality and standards of the early years provision

Children make satisfactory progress overall. Progress in relation to their personal, social and creative development is good because the staff provide good, creative opportunities for them to enjoy. For example, children have entered their drawings of Crazy Creatures in a local competition and enjoyed seeing their efforts in a published book. Children access a good range of comics and books to suit their differing interests and they enjoy the comfortable seating area when reading. During the session observed, adults supported children in their play but did not lead an activity. This reduces opportunities for children to develop their learning by acquiring new skills. Children cannot always extend their skills because planning does not systematically build on what they know and can do. The effective use of indoors and outside gives children an appropriate mix of activity and maintains their interest throughout club sessions.

Children enjoy their time in the setting and develop good social relationships as they play alongside adults and other children. Most show sound understanding about healthy lifestyles. They play energetically outdoors and most choose the healthy snack on offer. However, a small number bring snacks from home and some of these include less healthy options. Children have a good understanding of staying safe. They play safely, are aware of others' needs and wash their hands before eating. Children are sometimes asked their views when planning an activity for example, making Mothers' Day gifts, but opportunities are missed for them to take initiative, for example, helping with food preparation or tidying up. Children are confident and show good levels of independence when choosing activities. They have good opportunities to learn about cultural diversity as, for instance, they sample Chinese foods or learn about Indian customs.

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?	2
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?	2

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?	3
How well are children helped to enjoy and achieve?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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