

St Vincents After School Club

Inspection report for early years provision

Unique reference number	EY339493
Inspection date	05/05/2009
Inspector	Sa'ad Khaldi
Setting address	St. Vincents RC Primary School, 1 Pierrepont Road, LONDON, W3 9JR
Telephone number	02089 926625
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 Vincent After School Club was registered in 2006. It is an existing provision which has relocated to St Vincent Primary School in Acton within the London Borough of Ealing. The club operates from the school premises from a mobile classroom for which there is secure access. The classroom does not have disability access. Children have access to the school hall, two art rooms, the school library, and an Information and Communication Technology (ICT) room. There are two enclosed outdoor play areas. The provision is registered on the Early Years Register, and compulsory and voluntary parts of the Childcare Register. There are currently 22 children on roll from four to 11 years, two of whom are in the Early Years Foundation Stage (EYFS). It is registered to provide care for a maximum of 24 children aged from four to eight years at any one time. The club provides a service to the children at St Vincent Primary School. Children attend for a variety of sessions and the after school club operates during school term time only. The setting supports children who speak English as an additional language. Opening hours are from 15:00 to 17:45. There are three staff employed to work with the children including the manager. Both the manager and her assistant have a National Vocational Qualification (NVQ) at Level 3 in Child Care, and the additional play-care assistant has a similar Level 2 qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. This is a good after-school setting in terms of learning and offers good provision for children's welfare. It has shown improvement since its previous inspection and shows a good capacity for continual improvement. The children enjoy a wide range of play activities and often play and co-operate in mixed age groups. There are good routines and effective policies and procedures. The setting is fully inclusive and well managed. The staff have begun to self-evaluate the full range of their practice, although they understand that this is an area that needs further development.

What steps need to be taken to improve provision further?

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

- review planning so as to ensure that activities using the new ICT equipment are incorporated into the balanced provision across the six areas of learning
- organise regular newsletters to further support partnership and regular communication with parents

The leadership and management of the early years provision

The manager maintains good ongoing records of administrative procedures. The staff team have access to central training with the local authority and which previously provided a quality assurance link. This has been replaced by a closer

partnership with the school on site and discussion about practice and additional resources provided. Safeguarding is well managed and all three staff are suitably qualified. The setting has a well-organised notice-board that offers working information to parents and carers, as well as showing its registration, local information and current policies. There is good oral communication between the manager, supporting staff and parents or carers at the end of the care session, but newsletter communication could be improved to supplement the existing and very well managed notice-board.

The recommendations in the previous report concerning improvements in general administration and the conduct of children's snack time have been fully met. The self evaluation undertaken by staff is now prioritising points for improvement. A lack of ICT equipment has been addressed and the school partnership has resulted in three computer stations being newly installed. Overall there is good leadership and management.

The quality and standards of the early years provision

The setting always has indoor play activities set up for when children arrive. The children show good qualities of independence and know that they can get further materials out for themselves if they want to. There is well organised storage of toys and equipment allowing children and staff easy access. Children settle quickly, they enter the setting happily and this reflects continuity with the primary school's values and settling-in routines. Behaviour is consistently good.

The children make good progress developing independence and show plenty of initiative about learning helping them to enjoy and achieve. The room is clean and well organised and has a carpet area, soft seating cushions, with a quiet area for reading or using the TV monitor with a games console. There are tables for drawing and writing activities which are supported and supervised by play assistants, who offer stimulating, critical and constructive conversation. Good quality writing and completed pictures are displayed and celebrated. Board games that involve strategy are available to older children and are very popular.

All the children have a supervising adult to whom they are attached who acts as a named key person to ensure there is good day-to-day supervision. The EYFS children are given a good range of learning activities and records are kept of their play and development. The carpet area is used for mobile toys, construction sets and general play. There is an adjacent role-play puppet theatre. These activities are well used and broaden the EYFS children's experiences of communication and co-operation amongst themselves and with older children. There is access to an outdoor play area for use in suitable weather. The balance of more active play compared with quieter, sedentary and more reflective activities is good and outdoor play is available as organised sessions in good weather. Creative and craft activities are regularly planned. The play leader consults the parents and children as to what activities they would like, but the opportunity to confirm the recent survey's findings from parents through a newsletter has not been utilised and this next step in communication would enhance the good partnership with parents further.

All children wash their hands before sharing a healthy sandwich snack, which includes a drink, sandwich and fruit. Welfare is good and all children show maturity when helping with setting tables and clearing up afterwards. This helps the children to make a positive contribution in the setting.

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?	2
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?	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----