

St Anne's Out of School Club (D)

Inspection report for early years provision

Unique reference number	312365
Inspection date	19/05/2009
Inspector	Julie Firth
Setting address	St. Anne's Church, St. Annes Road, Denton, Manchester, Lancashire, M34 3DY
Telephone number	0161 292 1186
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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).

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 Anne's Out of School Club opened in 1996 and is owned by a private provider. The club operates from a basement room known as the 'crypt' in St. Anne's Church, Denton. There is a s The church grounds are not fully enclosed but staff supervise outdoor play at all times. The club serves two primary schools in the area.

The out of school club is registered to provide care for 20 children under eight years. Currently there are 21 children on roll, of these, six are in the early years range. The club operates from 08.00 to 09.00 and 15.15 to 18.00, Monday to Friday. during term time. Also from 08.00 to 18.00 during the school holidays. There are three staff employed, which includes the manager, of whom hold qualification to level 2 and 3 in childcare and play work The club is supported by Tameside Sure Start.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. Children are provided with a sufficient range of positive experiences which enables them to learn and have fun in a warm inclusive environment. Systems have recently been introduced in relation to planning but are not fully developed. There are good, effective working relationships with parents, they are fully consulted and kept well informed of their children's daily routines, care and learning. The club have recently developed effective systems in relation to self-evaluation and planning to help them to monitor the service provided and they are in the process of identifying key strengths and areas for development . Links are beginning to become established with the local schools.

What steps need to be taken to improve provision further?

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

- ensure children are given the option of fruit during snack time to promote healthy eating
- further develop planning and link to the six areas of learning
- continue to use self-evaluation effectively to monitor all aspects of the provision

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

- conduct a regular risk assessment on the premises and for individual outings and maintain a record (Suitable premises , environment and equipment)

03/06/2009

The leadership and management of the early years provision

The out of school club provides a welcoming environment for children. All documentation is in place and there are written policies and procedures that positively promote children's health and levels of safety for children. However, some are not kept updated. Staff have clear knowledge of safeguarding children and of their role and responsibilities in reporting concerns. An enthusiastic staff team are supported in respect to their own professional development and work very well together. They are effectively deployed around the hall.

The organisation of resources promote children's independence. However, staff visually check all areas that the children use and there are no systems to identify, address and record safety checklists of the premises. The manager has recently started to use self assessment for monitoring and evaluating the effectiveness of the provision. Staff are aware of their strengths and weakness and links are establishing with the local schools .

Suitable links with parents are forged which enable staff to meet children's individual needs and provide consistency for them. Information is sought from parents and furthermore, newsletters and notice boards display information regarding the care of the children.

The quality and standards of the early years provision

Children are welcomed by caring enthusiastic staff who greet them with kind words when they arrive from school. Children are confident, polite and happy in the friendly environment. The staff have good, secure relationships with the children and they dedicate time to playing with and talking to the children. Staff encourage children to speak about how they feel and to make friends with each other. Children behave very well and behaviour is managed sensitively and positively by staff. Children with a specific needs are supported very well by all staff.

Children are provided with a suitable range of enjoyable activities and the manager and staff are beginning to work in key groups. They have a sound understanding of the Early Years foundation stage and they have recently introduced an individual file for young children indicating how they are developing in their learning. However, planning is not fully developed around all the six areas of learning resulting in lack of challenge for the more able children. Photographic documentation and wall friezes show how the children have many opportunities to express their own thoughts and ideas using a suitable range of creative materials. They learn to concentrate as they sit together playing a board game and threading beads. Young children dress up and play with small world. They learn about different countries and celebrate some festivals such as divali. Children have some use of the church grounds to promote their physical exercise and participate in games under the parachute.

Children learn how to manage their own health and hygiene. They become

independent as they self select snacks in the café area and water is available at all times. However, children do not get enough opportunities to have fruit at snack times. Children are learning about keeping themselves safe, for example, they adhere to their boundaries within the designated areas of the hall and when playing outside.

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?	3
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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