

St Michaels After School Club & Holiday Playscheme

Inspection report for early years provision

Unique reference number	106224
Inspection date	15/05/2009
Inspector	Hazel Callaghan
Setting address	St Michaels C of E Primary School, Church Street, Kingsteignton, Devon, TQ12 3BQ
Telephone number	07816 853478
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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 Michael's After School and Holiday Club have been registered for over 13 years, and are situated in the grounds of the primary school in the centre of Kingsteignton, near to Newton Abbot. The group occupies the Green Room, and also has use of an additional room on site called the Pound House. The group has access to school toilets and two large enclosed playgrounds and grassed outdoor areas. It also has the benefit of the school orchard and wildlife garden, and occasional use of the school hall. The group provides activities for after school children who attend St Michael's School and Rydon School from where children are collected by taxi. The holiday club is open to families in the surrounding areas. The group is registered to care for a maximum of 28 children at any one time from primary school age up until the age of 11 years. The group is able to support children who have learning difficulties and/or disabilities and English as an additional language but there are none currently on roll.

There is no access for the disabled. Children attend a variety of sessions during the week at parents' request, through a pre-booked system. The group opens every week day from 08:30 to 18:00 during the holidays. Before and after school sessions are 08:00 to 08:50 and 15:15 to 18:00. There are currently 58 children on roll for the after school club and 58 children on roll for the holidays. At present only five children are within the Early Years Foundation Stage. The holiday club operates on a first come basis with children always pre-booked in.

There are five part time staff regularly working the with children. Three members of staff have early years qualifications, and one member of staff is working towards a National Vocational Qualification (NVQ) at a Level 3. The manager has an NVQ at a Level 3. Supervision of the sessions is shared between the manager and staff. The group is on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. It is run by a committee but the manager is responsible for coordinating the service.

Overall effectiveness of the early years provision

St Michaels' After School Club offers good provision. Well trained staff provide good levels of care and activities stimulate pupils' enjoyment and participation. Staff have a good understanding of the work followed in school so are able to give good levels of support for all children including those in the Early Years Foundation Stage. Children from both schools are treated equally and make good use of all the club has to offer. The manager is very evaluative and the capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- ensure assessments are developed further to provide information that can be

- used to inform activities
- review risk assessments in relation to procedures when children go across to the toilets

The leadership and management of the early years provision

Leadership and management of the club is good. Links with the school in which the setting is situated are very good and there is a liaison manager with whom arrangements are made for the use of additional facilities and resources. Several staff in the club also work in the host school so know the children extremely well and make excellent relationships with them. This is particularly valuable with regard to the youngest children who receive very caring support at the end of a tiring school day. Links with parents are good. Their views about the club are sought and taken into consideration. Several adaptations have been made to the induction pack for parents with the aim of insuring good levels of communication. All aspects of safeguarding are fully in place and written policies are strictly adhered to. The involvement of the children in how the club is run and how to improve its activities is a particular strength. They are made aware of how to keep safe and look for hazards sensibly. Self-evaluation is good. The committee is well informed by the manager and they support her suggestions for improvements. They are working with the school in the hopes of acquiring the club's own toilets so ensuring procedures for keeping children safe is made easier. Staff are diligent in keeping good levels of supervision and ensuring pupils are safe. They watch children walking across to the toilets across the playground but do not always go across with them to ensure all is safe.

The quality and standards of the early years provision

Children settle in quickly after school to a welcoming atmosphere where they are respected and valued. They have a sense of belonging, are well behaved and considerate towards each other as they play together and enjoy a range of fun and interesting activities. Good links are made to a healthy lifestyle through mid-session snack times, when fruit is available, and the promotion of physical play. Snacks and drinks on offer at the start of the session are not such a healthy option consisting usually of toast or crackers with a variety of sugary spreads to choose from. This does fill the hungry void, however, and gives that boost children need at the end of a busy day. Children have a free choice of activities with older children often helping the younger ones with their games. They all get on really well and it is difficult to see which children come from which school. They share resources sensibly many choosing to play the football game, billiards or board games where there is no fuss about winning, just enjoyment of the game. Two girls immediately went to the basket of dressing up clothes but were later encouraged to try other tasks with different friends. It is clear why younger pupils make such comments as 'I like it here because I have lots of friends.' This emphasis upon their personal and social development is a strength of the provision and it is promoted even further by the daily circle time when pupils can share their news, aspirations and achievements at home and at school.

Although early years children are in the minority they play a full part in all the activities. All boys at the time of the inspection enjoy going outside to play games with the older boys when there is the opportunity. An adult-led activity is planned for each day so those who want to can take part. Activities such as junk modelling and cooking are much enjoyed. Several of the girls made a good attempt at constructing animals out of empty plastic bottles, card and other reusable items. They use their knowledge of colour mixing and effective sticking and joining skills to good effect. Staff willingly partner children in their games, hear them read or help them with homework if requested. There are no computers in the club room but from time to time the school's computer suite is made available. In these ways staff support pupils' achievements in school.

Staff are well qualified and recently trained in meeting the new requirements for the Early Years Foundation Stage. The manager is also a teaching assistant in the Reception class and so has a good understanding of the youngest children's social and emotional needs. A beginning has been made in collecting information about each child which will be used to inform future planning of activities but this is in its infancy. Good attention is made of children's comments in the daily diary about what they have enjoyed doing and these activities are incorporated in future planning. Children are expected to clear away their activities, to help prepare for snack time and to consider how to keep their club room tidy. In these ways and in the evaluation of the club's activities they are making a positive contribution to everyone's enjoyment and well-being.

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.	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?	2
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?	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?	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

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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:

Met

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:

- ensure that the toilets situated away from the clubroom are safe for use throughout the session

15/05/2009