

St Mary's After School Club

Inspection report for early years provision

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Inspector Graham Martin

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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 Mary's Out of School Club was first registered in 2003. It is registered on the Early Years Register and the compulsory and voluntary parts of the childcare register to care for up to 24 children aged three and over. It is situated in a single storey building in the grounds of St Mary's RC Primary School, Congleton. The premises are used during the day for a pre-school group. Places are offered to children attending St Mary's RC School and other children in the local area. It offers care before and after school and in the holidays if required. It is open from 7.30 to 9.00 and 15.00 to 18.00 on weekdays during school term times and 7.30 to 18.00 during school holidays. The children have access to two play rooms with toilet and washing facilities. There is a kitchen for the preparation of snacks. Outside there is a school playground and adjoining field. There are currently 15 children on roll of whom seven are in the Early Years Foundation Stage. Eight children were in attendance during the inspection. The setting is able to provide for children with learning difficulties and/or disabilities and those who speak English as an additional language. A total of four staff work part-time. Two have NVQ level 3 qualifications and one of these is working towards a Foundation degree. One member of staff is working towards a degree in early years education and the fourth is working towards NVQ level 3.

Overall effectiveness of the early years provision

Overall the quality of provision is good. The setting works well towards meeting its stated aims to provide a happy, safe, warm and stimulating environment for all the children to play, learn and develop freely. Provision for children's welfare, learning and development is inclusive and staff are committed to providing a range of activities that interest all children. However, some snacks provided do not promote healthy choices and there is no formal system for recording children's learning and development. Staff work well with other partners, and parents value the quality of care their children receive and its good impact on their personal development. Staff have taken informal steps to evaluate provision but this is not formally recorded. The setting has satisfactory capacity to improve further.

What steps need to be taken to improve provision further?

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

- ensure that a manageable system of assessing and recording children's learning and progress is implemented
- ensure that healthy choice snacks are provided (W1.2 Promoting good health) ensure that an appropriate system of self-evaluation informs continuous improvement.(W4 Organisation)
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The leadership and management of the early years provision

Robust systems are in place for the employment of suitable staff and, after induction, annual reviews ensure they remain suitable. There is a clear expectation, seen in the courses attended, that staff will continue with training to develop their skills and further improve their practice, whether in-house or through outside partners. The manager and staff act well on suggestions for improvement, including those from the previous inspection, parents, children and staff. As yet, they have not introduced a formal process of self-evaluation against the Early Years Foundation Stage standards and Every Child Matters outcomes. A suitable range of resources has been acquired to raise children's awareness of diversity and ways of promoting equality of opportunity. Policies and procedures, which are regularly reviewed and effectively implemented, ensure the children's safety and welfare are protected and the setting is efficiently managed.

The setting welcomes all parents and children, building a good, positive relationship through one-to-one communication. Parents are able to contribute to the running of the club through questionnaires or by offering skills or knowledge that will benefit the children. Parents are also welcome to observe activities, which helps to promote their understanding of the skills their children are developing. Staff work with parents and outside agencies successfully to ensure all children make good progress, whatever their different needs. Children with learning difficulties and/or disabilities are supported to enable them to maximise their potential. Specialist advice, and any necessary training or equipment, is obtained through good links with school teaching staff or support workers. Staff have also undertaken training for safeguarding children and administering first aid and medication.

The quality and standards of the early years provision

The children are happy and enjoy the out of school club, joining in enthusiastically and independently choosing activities and resources for learning. Children are making good progress in their learning as the staff have been trained to understand the Early Years Foundation Stage requirements, although there are no formal records to evidence how well the children achieve. Staff provide a good range of learning opportunities to support children's development both in the school building and in the outside play areas. These are used well so that there are daily opportunities to breathe fresh air and take part in activities that promote physical fitness, such as football and skipping. Staff and resources are used effectively and efficiently within the setting, with careful deployment to ensure requirements are met and the children protected. The children can make suggestions for activities, such as requesting resources to make models of people that will fit in the gift boxes they have made from recyclable materials.

Inclusion and raising children's awareness of diversity are built into the setting's ethos and parental and staff involvement has provided a good range of activities and resources to support this. The children have developed a good understanding that people differ but that there is much fun to be had in experiencing, sharing and

enjoying cultural and religious celebrations that differ from their own with different foods, music, clothes, games and festivals throughout the year.

Activities are planned to cover all the areas of learning. Although they do not record children's progress formally, staff do make observations of children's learning and promote the development of independence, so that they confidently ask for particular resources or help if they need it. Older children are invited, which they readily accept, to assist with teaching younger children new skills, such as cutting and fixing felt shapes to create a small doll. All children are keen to learn, try new things and concentrate well to complete their chosen tasks, such as patiently constructing a string of wagons to make a long train.

Children are learning to look after themselves well and developing an awareness of the benefits of healthy life choices, such as access to fresh air and exercise, although some of the snack options available, such as biscuits, do not promote a healthy lifestyle. They know how to play safely, and make intelligent and thoughtful suggestions about what they need to do to construct their models safely when using scissors, glue and sticky tape.

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.	3

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?	3
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?	2

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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

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