

St Johns Afterschool Club and Holiday Scheme

Inspection report for early years provision

Unique reference number	107056
Inspection date	26/06/2009
Inspector	Jeffery Plumb
Setting address	C/O St. Johns C of E VC Primary School, Worrall Road, Bristol, Avon, BS8 2UH
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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 John's Out of School Care opened in 1990. It provides a breakfast club, after school care and a holiday playscheme. All groups operate from a separate building in the grounds of St John's Primary School, in Clifton, Bristol. Children have use of the fully enclosed school playgrounds. There is disabled access to the building via a ramp and to a toilet. Staff collect children from their classes and a small number of children may come from other schools in the area. The Breakfast Club and After School Club open each weekday during school term times. Sessions are from 08.00 to 08.55 and 15:30 to 18:00. The holiday scheme is usually open each weekday of the school holidays, from 8:00 to 18:00. Children are welcome to attend full sessions. The provision is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 40 children may attend the breakfast and after-school clubs and 24 children may attend the holiday play scheme. The conditions of registration refer to children aged from four to under eight years old. Children aged over eight years may also attend. Currently there are 161 children on roll. At the time of the inspection there is only one Early Years Foundation Stage aged child on roll. The group supports children with learning difficulties and/or disabilities and those who speak English as an additional language. A voluntary committee of parents have overall management responsibility of the club. They employ a co-ordinator, a qualified play leader, two deputy play leaders and ten other part-time staff, some of whom also hold appropriate childcare qualifications. The group is an affiliated member of Bristol Association for Neighbourhood Daycare and part of the 'Play Bristol' schemes. The provision has a partnership with the reception teachers in the on-site primary school.

Overall effectiveness of the early years provision

Overall the quality of the provision at St John's Afterschool Club and Holiday Scheme is good for children in the Early Years Foundation Stage and meets their needs well. It is an inclusive setting and the young children integrate with the older children very well. Indeed the older children delight in supporting the younger children. The young children have resources, such as the play house, set aside specifically for their development. 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 that a system is in place to involve parents in the planning to enhance their children's learning
- improve and develop the assessment system to enhance children's learning further

The leadership and management of the early years provision

Very effective management systems and clear, succinct policies are in place to ensure that children are safe and secure. Risk assessments are detailed and thorough. The outdoor play areas are checked for their cleanliness and safety at the start of each session and any dog mess found is disposed of immediately. Toys are checked each evening before the children arrive and any broken ones are thrown away. Child protection procedures meet government regulations at the time of the inspection and there is a robust policy for checking the suitability of staff to work with children. There is always an appropriate first aid trained member of staff on duty. There are regular fire drills and examination of the fire evacuation book shows that the children are always evacuated very quickly from the building.

The dedicated staff team are reflective practitioners and meet regularly to evaluate their practice. Following detailed reviews of their provision they take decisive action to manage change to benefit the children. Following their Early Years Foundation Stage training at the start of the current academic year they met with the reception teachers from the on-site primary school to find out how they could best support children under-five who attend the afterschool club. This has led to significant improvements in planning with a focus on structured counting activities to accelerate children's mathematical skills. The setting's co-ordinator is at a very early stage of using the Ofsted self-evaluation tool.

Partnership with parents is good. Parents are delighted with what this afterschool club achieves for their children. They feel very welcome to come into this club and talk confidently and openly with the staff about their children. However, there is no formal system to involve the parents in the planning to accelerate their children's learning. The partnership with the reception teachers within the on-site primary school is excellent and benefits the children. The setting taps into the experience of staff at the Play Bristol organisation and the Bristol Association for Neighbourhood Daycare to support them in making effective provision for the children.

The quality and standards of the early years provision

On the afternoon of the inspection no Early Years Foundation Stage aged children were present in the club and there was only one on the register. Judgements based on direct observations of children in learning and play situations cannot be made. Throughout the year children under-five come on and off the register, but there are rarely more than four or five on the register at any one time.

Scrutiny of the records kept show that these children make good progress in counting, sounding their letters and writing their names independently, forming and shaping the letters in their names reasonably accurately. Anecdotal evidence supports that their physical development is good and there is certainly superb outdoor climbing equipment for them to enjoy. Like all of the children who attend the club staff encourage them to pack healthy snacks in their snack boxes. A play house has a theme each term to develop children's life skills. This term it is an ice

cream parlour and children develop the skills of setting it up with tills and pretend swipe cards. The children join with older children to go to the shops, such as a recent visit to a local butchers.

Children enjoy cooking activities and tidy up independently when they finish their baking. They use the toilet independently and wash their hands afterwards without being reminded to do so. Planning for Early Years Foundation Stage aged children is good. However, a system for assessment is only just beginning to emerge, following consultation with the reception teachers in the on-site primary school. In some ways the children's parents consider it a bonus that they mix with older children and join with them in the celebration of religious festivals and learn about just how culturally diverse the city of Bristol is. These children are mature for their age and join in fund raising events for charity. Overall, children make good progress in all of the areas of learning.

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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

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?	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