

St.Joan of Arc Extended School

Inspection report for early years provision

Unique reference number EY360189
Inspection date 06/07/2009
Inspector Sa'ad Khaldi

Setting address St. Joan of Arc RC Primary School, Northolme Road,
LONDON, N5 2UX

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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 Joan of Arc Extended School is based at St Joan of Arc RC school in the Highbury area of the London Borough of Islington. It has been registered since December 2007. There are currently 128 children on roll, 19 of these are in the Early Years Foundation Stage. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. No more than 35 children from four to eight years attend at each session. It is managed by the Highbury Roundhouse Association. Children have access to two school halls and adjacent toilet facilities. The outdoor areas include a large playground and an artificial turf area for sports games. The setting operates during term time from Monday to Friday from 15:30 to 18:00 hours. The setting employs five staff, one of whom is acting as manager. The acting manager holds a Level 3 National Vocational Qualification (NVQ) in Childcare as well as a B Ed degree. Two other staff hold BA degrees in Education Studies. One staff member has a NVQ Level 3 in Health and Social Care and a further play assistant holds a NVQ Level 2 in Youth work and is completing a NVQ Level 3 in Playwork. Currently only the acting manager has a specific qualification in paediatric first aid.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. This setting meets and supports children's needs. There is good enjoyment and achievement and children make a positive contribution to activities. Children's learning and development is satisfactory, they work well together in cross-age groups supported by a clear behaviour policy. An assessment system for the six areas of learning has been set up but requires development. Younger children with more specific play needs are provided for through key persons. The setting is fully inclusive and the safeguarding of children is satisfactory.

What steps need to be taken to improve provision further?

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

- make sure enough staff are trained in first aid to ensure that at least one member of staff with a current paediatric first aid certificate is on the premises or on outings at any one time
- ensure that filing cabinets and secure drawers are lockable, and implement with staff a policy as to who has access to records kept
- ensure that the administration connected to staff records is complete, up-to-date and held on site
- develop the assessment records for Early Years Foundation Stage children so they are more informative to planning for learning and development

The leadership and management of the early years provision

Leadership and management are satisfactory. The provision of an acting manager has supported this setting whilst the provider has tried to recruit a permanent manager. The setting shares office space with the school. Up-to-date staff records require an access policy and should be held securely at all times. There is satisfactory self-evaluation and a quality assurance link is proposed for the next academic year. The setting has a broad range of suitable policies and procedures. To make these fully effective some administrative improvements need to take place, such as making a log of the day-to-day happenings at the setting that can then be used as points for action and improvement. Assessment of the needs of the children in the Early Years Foundation Stage is at an early stage of development and needs to be embedded in day to day practice. Communication with parents and carers is satisfactory. A notice board is provided and this includes statutory certification, a weekly menu and a plan of curriculum activities for the week. A termly newsletter is provided, which also gives information about the wider activities of the Highbury Roundhouse Association.

The quality and standards of the early years provision

The children are confident about what is provided for them and the younger children have a range of activities to choose from. Children have access to electronic games which improves their paired interaction. Drama activities are well supported and children had the opportunity to work with a visiting specialist teacher. Physical development is encouraged by indoor table tennis, outdoor short tennis, basketball and football. Young children have scooters and tricycles as well as a climbing frame to use in the playground. Children were observed to enjoy and achieve whilst working on craft activities. The decision-making game connected to the mock sea-side allowed role play to be connected to identification skills. Communication and numeracy skills were well supported by making story boards with foam numbers and figures while working with their key persons. Children with learning difficulties and disabilities were included in all activities and in some cases supported by specific monitoring. The behaviour is good and children are aware of the boundaries and their key persons act as suitable role models.

Children's social skills show satisfactory development alongside their understanding of keeping healthy. They are provided with a drink on arrival. The setting is focusing on healthy food as part of its development. A menu is displayed for each week and children are consulted on favourite foods. Children sit in small groups and are encouraged to serve themselves. There is good group interaction and a sense of a shared meal, enjoyment and community. The setting has security cameras to ensure that parents and carers can be identified by staff before being admitted on site. The safeguarding and registration procedures are satisfactory.

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.	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?	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: Met

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