

St. Mary the Virgin After School Club

Inspection report for early years provision

Unique reference number

EY388155

Inspection date

05/11/2009

Inspector

Carole Argles

Setting address

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Type of setting

Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St Mary the Virgin After School Club opened in 2009. It is a privately owned group which operates from areas within St Mary the Virgin CofE School in Gillingham, North Dorset. The owner also has two day nurseries within the local area. The group are closely associated with the school. Children can use the school grounds for outdoor activities. The after school club operates from 3.25 to 5.30 each weekday afternoon during school term times. Children primarily attend from St Mary the Virgin School but may also attend from other local schools.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is registered to care for up to 26 children aged from three to under eight years. They also provide care for children up to the age of 11 years. There are currently 14 children on roll including one child in the early years age group.

There are two regular members of staff. The manager holds appropriate early years qualifications to NVQ level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are cared for in a welcoming and safe environment where they are happy and settled. They enjoy taking part in a suitable variety of activities, which are adapted so all can join in. The staff work cooperatively together and generally the setting is well organised and runs smoothly. However, some of the welfare requirements are not being met. The provider has reflected on the quality of care provided and is continuing to implement changes to enhance outcomes for the children's welfare and development.

What steps need to be taken to improve provision further?

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

- display the certificate of registration and show it to parents on request (Documentation) (Also applies to both parts of the Childcare Register) 19/11/2009
- maintain a daily record of the names of children looked after on the premises, their hours of attendance and the names of the children's key workers. (Also applies to both parts of the Childcare Register) 19/11/2009
- ensure that Ofsted is promptly notified of any changes to the person who is managing the early years provision and provide the required information to allow suitability checks to be taken up (Suitable 19/11/2009

people)

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

- extend the range of resources, including those reflecting positive images of diversity, to allow children more opportunities to follow their own interests and make choices about what they do
- develop systems for planning for the children's individual needs and interests and extend the involvement of parents and others to ensure that there is continuity and progression in the children's learning and welfare.

The effectiveness of leadership and management of the early years provision

The provider has a sound recruitment procedure and vets staff to ensure that they are suitable to work with children. However, information has not been provided so that Ofsted can complete additional suitability checks on the manager. The provider and staff understand how to safeguard children from harm and know what action to take if there are concerns about the wellbeing of a child in their care. The policies and procedures necessary to promote the children's welfare and safety are in place and generally implemented effectively. For example, staff check the play area daily to minimise any risks to children's safety. The premises are kept secure against unauthorised entry. The range of toys and equipment owned by the setting is very limited but additional resources are borrowed from the school so that the children can take part in a variety of age-appropriate activities. Staff keep most of the required records and written parental consents. However, the register of attendance does not record the times that children are present or the names of staff who work with them.

Parents receive satisfactory information about the setting and the themed activities provided. They have access to copies of the policy and procedure documents to help them understand what is provided for their child. However, the statutory requirement to display the registration certificate is not met. There is a friendly relationship between the parents and staff and they talk about the children daily. This helps to ensure that their care needs are met and keeps parents informed about what their child has been doing. However, at present the staff do not exchange information with parents or teachers about the children's development. Therefore, they cannot be sure that they have a full understanding of what each child can achieve or that the activities provide a balance of experiences and continuity in children's learning and progress.

The provider has a clear vision for the future development of the setting and how this will benefit the children. She recognises that there are many areas for improvement and she is taking action to achieve her goals, for example, by extending the range of resources available. The staff have a positive approach to their work and their professional development and frequently undertake training.

The quality and standards of the early years provision and outcomes for children

The children show that they feel safe and are confident with others. They develop warm and friendly relationships with the staff who are interested in them as individuals and talk with them as they play. They praise the children and give them recognition for their achievements and this helps them feel valued. The children's behaviour is good and they play cooperatively with their peers and are polite and considerate to others. Staff support the caring ethos promoted by the school. However, they do not actively help children learn to value diversity and find out about the lives of others in the wider community through activities or use of resources.

The children are encouraged to adopt healthy lifestyles and to develop skills that will help them in their future lives. Snacks are sociable times and the children are encouraged to be independent and help themselves to their food. Drinks are always available for them to take as required. They talk with staff about the importance of healthy eating and learn how to cook a variety of sweet and savoury foods, including soup, bread and pizzas. They are reminded how to use equipment safely. Although the school grounds are available for use, the children rarely go outside to play. However, they have other opportunities to be active and were enjoying using the school's gym equipment. There are some activities to help children find out more about the world around them and recently they have made birdfeeders to hang in the garden.

Although the staff are beginning to find out about the children's interests and achievements, at present they do not plan activities that are specifically matched to their individual needs. However, they draw up a half-termly programme of activities for the first hour of each session. This includes weekly opportunities for children to take part in cooking, art and dance sessions. These activities are structured and adapted so that children of different ages and abilities can join in and participate fully. For example, the art and craft activity allowed children scope to use their imaginations and try out their own ideas using a variety of resources. During the second part of the session, staff suggest activities the children may like to do and on this occasion they chose to listen to stories in a den they had created. However, the children have limited opportunities to follow their own interests and initiate their play because there are very few toys, books or other resources readily available for them to select independently.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:

Not Met (with actions)

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:

- take action as specified in the early years section of the report (Certificate of Registration and Records to be kept) 19/11/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Certificate of Registration and Records to be kept) 19/11/2009