

All Saints Before & After School Club

Inspection report for early years provision

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Inspection date

21/09/2009

Inspector

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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.

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Description of the setting

All Saints Before and After School Club opened in 1995 and is managed by a management committee. It operates from All Saints Church of England Primary School in the Whitefield area of Bury caring solely for children registered at the school. The setting has use of a classroom with kitchen facilities and the main school hall, with additional access to the library, a secure playground and parts of the playing field. A maximum of 40 children aged under eight years may attend the setting at any one time.

The club currently takes children from three years of age and also offers care to children aged eight years to 11 years. The sessions run from 7.45am to 9.00am and 3.20pm until 5.45pm each weekday during term time only. A holiday play scheme runs from 8.30am to 5.30pm for two weeks of the year.

There are currently 59 children aged three to 11 years on roll. Of these, 11 are within the Early Years Foundation Stage and 12 are under eight years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities. There are eight members of staff, including the manager, who are employed at the club. Of these, five are qualified to level three and two are qualified to level two in early years childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, the provision is satisfactory. Children are happy, well cared for and enjoy their time in this secure and inclusive setting. However, the setting has not informed the regulator of the change to the individuals who are members of its managing committee, which is required by the Early Years Foundation Stage. Children are provided with an appropriate range of activities which meet their interests and needs satisfactorily, but planning to Early Years Foundation Stage requirements is brief and lacks detail. There are currently no systems in place to record children's progress or identify next steps in learning. Self-evaluation, although adequate, is not yet formally recorded. Improvements since the last inspection and current practice show satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- inform the regulator of any change to the individuals who are members of its management committee so that all necessary checks as to their suitability can be carried out. (Suitable people) (also applies to both parts of the Childcare Register) 15/10/2009

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

- develop planning so that it links more closely with the expectations of the Early Years Foundation Stage requirements
- develop consistent observation and assessment systems to record children's progress and identify next steps in learning, building on what they already know and can do
- implement formal systems for self-evaluation in order to measure accurately the success of actions taken and their impact on children's learning and development.

The effectiveness of leadership and management of the early years provision

The setting runs smoothly on a day to day basis thanks to the committed and suitably qualified staff who work well as a team. Appropriate staff recruitment and induction procedures ensure that new staff are suitable to work with children and are clear about their responsibilities. However, the managers have not notified the regulator of changes to the individuals who are members of its management committee to ensure appropriate checks are completed, which is a requirement of the Early Years Foundation Stage. Satisfactory systems, policies and procedures to safeguard children's health, safety and well being are in place, regularly reviewed and followed carefully by all staff. Daily safety checks and risk assessments ensure that children feel safe and well cared for in this secure environment. All staff work in the school during the day and the children have been recently allocated a key worker. This helps strengthen relationships between the children and their families and ensures continuity of care and support.

Parents are pleased with what the setting offers. They appreciate the regular contact with the friendly staff who keep them informed of their children's welfare and achievements. Staff reflect regularly on their practice to ensure the best possible learning experiences for the children and to identify areas for improvement and training. However, these self-evaluations are not yet formally recorded. As a result, it is difficult to measure accurately the result of any actions taken and their benefits to children's learning and development.

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

Staff create a welcoming, relaxed and inclusive atmosphere which provides children with a calm start to the school day. Although very early in the term the children are already happy and settled. They say they enjoy their time at the club and this is evident as they eagerly choose from a suitable range of practical activities that stimulate their curiosity and engage their interest. Resources are adequate for both indoor and outdoor learning; they are well organized and easily accessible. Indoor accommodation is bright and spacious allowing well for freedom

of movement and there is plenty of space outdoors where activities are closely supervised. Over the week, activities cover all six areas of learning and children including those with special educational needs and/or disabilities, appear to make steady progress in their learning and development. However, planning lacks detail and specific reference to the Early Years Foundation Stage requirements. Staff know the children's starting points through its links with the school's Early Years unit, but currently there is no consistent observation and assessment systems in place to record children's progress and plan next steps in learning.

Children show good levels of concentration and enjoyment as they use the role play 'post office', colour in pictures of imaginary creatures, and play with a selection of board games and jigsaws. Relationships are good; children willingly share resources, take turns and behave well. They are quickly growing in confidence and independence as they choose their own activities and equipment and tidy away afterwards. Children respond well to the praise and encouragement of older children and staff, who act as good role models and help them with new activities or unfamiliar resources.

Children learn about staying safe, fit and healthy as they enthusiastically join in outdoor physical activities. They are very proud of their ability to skip and really enjoy playing on the scooter boards. They are provided with a good range of nutritious snacks and thoroughly enjoy breakfast and snack time. This gives them opportunities to interact socially with others as they share their news or talk about events in school. Children are taught safety procedures through regular fire drills and the correct way to handle equipment. They are developing a good understanding of different cultures and traditions through a range of resources and art activities to celebrate festivals such as Chinese New Year. Children develop appropriate skills for the future as they participate in fund raising activities, for example, a Fair Trade café to support Children in Need. They learn to cooperate, share ideas, play harmoniously together and show care for each other and the environment.

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	2
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 (CR12) 22/09/2009

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 (CR12) 22/09/2009