



St Mary's Primary School 4-11 Club

Inspection report for early years provision

Unique Reference Number	207270
Inspection date	20 October 2005
Inspector	Georgina Walker
Setting Address	St Mary School, Cross Street, Chesterfield, Derbyshire, S40 4ST
Telephone number	0779 095 8911
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Registered person	St Mary's Primary School 4 - 11 Club
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

St Mary's Primary School 4-11 club opened in 1993. It operates from the hall and chapel located within St Mary's Primary School, Chesterfield. There is a secure enclosed outdoor play area and the children also use the school playground for relevant activities.

The out of school club serves the children who attend the school.

The club opens five days a week during school term only. Sessions are from 8:00 until 9:00 Monday to Friday and 15:20 to 18:00 from Monday to Thursday. On a

Friday the session is from 15.20 until 17.30.

There are currently 100 children from 4 to 8 years on roll. In addition children from 8 to 11 years attend. The setting currently supports a number of children with special needs.

The club employs eight part time and two full time staff to work with the children. Four of the staff hold appropriate early years qualifications. Three staff are currently working towards a recognised early years qualification. The setting receives support from Derbyshire local authority and are members of 4 kids and North Derbyshire Child Care Club Network.

The out of school club is owned by an informal partnership made up of two persons who work full time in the setting.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are encouraged to stay healthy by staff who follow current and appropriate environmental health and hygiene guidelines, policies and procedures. Children's awareness of the need for hand washing, after toilet use or before snacks, is promoted. They are aware of the need to be safe in the sun and bring sun screen and wear hats when it is very hot during the summer. They enjoy activities in the shade of gazebos in the enclosed garden.

Children are attended to appropriately if they have an accident, by staff who hold first aid qualifications. First aid boxes are readily accessible in case accidents occur containing relevant resources. Accidents are recorded on well laid out documents. However, not all staff consistently record the information requested and therefore the opportunity for the monitoring of a pattern of accidents is not available to assist in preventing further accidents. The size and location of injuries is not consistently detailed and children's needs cannot be fully met if a similar injury occurs. In the event of children becoming ill staff instigate the very well documented procedures and parents are contacted to prevent further upset or cross infection. At this time children can rest quietly or lie on a folding mattress in a quieter area. Medication is given according to children's individual need and appropriate procedures are followed.

Children's dietary needs are met at snack times. Drinks are provided during the breakfast club and at the start of the evening sessions, when a biscuit or fruit is also available. Snack time for those children who stay later in the evening session includes a range of healthy and nutritious options which can be presented without cooking, as the staff do not have access to cooking facilities. Staff have responded to children's ideas about activity themes and introduce foods from around the world. Children have enjoyed tasting the food, including menus presented by the local African-Caribbean Society. Children's awareness of good health is further developed

when they listen to speakers and become involved in 'healthy living' projects.

Children learn about the need for physical activity and enjoy themselves both indoors and out as they develop new skills. A physical activity, such as volleyball, is set up in the hall each session and as the evening proceeds other activities take place, with parachutes or music and dance. Recently installed outdoor equipment, provided to the school through fund raising, can also be used by those attending the club to develop children's skills such as swinging and balancing. They enjoy the use of this and the opportunity to play games such as football or skipping when the playground is available later in the session, which ensures they have fresh air whenever the weather permits. Children have opportunities to use the quieter activities indoors as the evening session progresses and resources such as books or puzzles are presented. During the morning session books, comics, drawing and games are available to meet their needs before school. Children's co-ordination skills are further developed as they are competent with a range of small resources such as scissors and paint brushes, building and construction toys.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the welcoming environment and being cared for in their own school. The displays of their craft work are presented in the corridors near the chapel and they can take their parents to view the topics they have been engaged in, such as leaf collecting and printing. The children have access to a wide range of interesting activities each session which they assist in choosing and setting up, such as volleyball. Resources are presented linked to short topics, often for one session only such as buildings and apple day, and children can also request other resources from the extensive store room. Activities promote challenge to children and are safe, age appropriate, adapted as required and are at suitable levels to encourage independence and development.

Children are secure in the environment as staff are very vigilant, especially during outdoor play when the playground is accessed by parents and visitors to the school. A bell which rings and flashes in the hall results in parents and carers being let in by a staff member who implements the comprehensive procedures when any unknown person is collecting the child. Risk assessments, policies and procedures create a safe environment for children and they are reminded of rules and learn to keep themselves safe. However, socket covers are not always replaced in the hall. Practices of the fire evacuation procedures take place periodically and include morning sessions. Children develop a good understanding of the need for fire safety as this is also promoted during topics and include a visit from the fire service.

The children are well protected because staff have a sound knowledge and understanding of their roles and responsibilities in the protection of children. Staff attend ongoing training, discuss issues at regular staff meetings and share information with parents, which further demonstrates how they give priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well in the club and have a friendly relationship with the staff. The children are confident and keen to access the interesting range of play activities, making choices regarding what they wish to play with. They ask for help to set up the road and train track and discuss their house as they paint during the building topic. Older children make an extensive range of buildings or architectural features, such as The London Eye, from boxes and joining materials. All children are fully engaged in activities as they are confident to pack away and choose something else to ensure they are fully occupied. Before snack time they are eager to go outside and play on the new equipment. Their progress is encouraged as staff extend children's enjoyment and interest and respond to requests, such as children wishing they were still on holiday, by developing a theme of sessions linked to going around the world. Photographs of children enjoying activities, making crafts, eating food and dressing up are available for parents to see how their child learns from the experience of being in the club, although there are no formal documents to record children's progress.

The children join in group activities, games and activities presented by music groups and other visitors from outside of the club. Their physical development is promoted effectively and they listen carefully to staff who explain rules and techniques of games such as volley ball and promotes turn taking effectively.

Children are happy to share and eager to try new experiences. They ask questions about how things work and suggest ideas when building with box modelling and pre-formed construction toys, showing a good imagination and knowledge of the world around them. They are eager to share with staff and visitors why they have packed activities away and enabled other children to have a turn, demonstrating confident personalities. Children can take the opportunity to be quiet and not join in group activities by requesting drawing with a staff member or asking for a book to read.

Helping children make a positive contribution

The provision is good.

Children are respected and treated as individuals, they are welcomed and valued. Staff use their varied expertise, have ongoing discussions and use information sheets completed by parents to assist in ensuring children's individual needs are met. However, information regarding the child's ethnic origin, language spoken and religion is not recorded on the documents to assist in ensuring appropriate care can be given. Children are developing an understanding of how everyone positively contributes in society as the staff promote inclusion with positive role models, language and resources to assist learning. Equality of opportunity is promoted as activities are adapted to ensure children's needs are met across the wide age range and abilities of those who attend. Their knowledge and experiences are successfully extended as craft activities linked to culture and festivals are included in the well planned activities.

Children's understanding of the needs of others are promoted through integration, discussion and topics. They develop a strong sense of independence and self worth as they are encouraged to make decisions regarding play, share, take turns, follow rules and listen to others. They are very confident in the setting and show a sense of belonging to a wider group. Pride is taken in their craft work and they display it carefully. Children are well behaved as they have contributed to the set of rules displayed and they are in their own school premises. They accept the rules and respond to the firm expectations of the staff.

Partnerships with parents and carers are good. A portable notice board includes the registration certificate and information regarding the regulator. As security is such that parents access the premises by ringing a bell and the door is opened by a staff member the ongoing sharing of verbal information at this time ensures any changes to children's circumstances can be addressed. This contributes further to the partnership with parents and children's needs being met. Parents receive comprehensive information about the services provided during school open evenings and are invited to an induction evening in the club with their child. They have sight of the policies and procedures which staff follow to assist in meeting children's needs. Parents are invited to be involved in activities and topics and they provide not only resources but speakers and visitors such as Health Visitors or Fire Service Personnel, which contributes to the varied learning experiences of the children.

Organisation

The organisation is good.

The welfare, care and learning of the children is generally promoted through the maintenance of records, policies and procedures which are required for the efficient and safe management of the provision. However, accident records and children's documents do not contain sufficient detail. Risk assessment procedures are not always followed to further ensure children's safety. Staff are aware of the process of current inspections and changes to legislation and are incorporating changes into their documentation. All relevant documents are maintained and available on the premises for viewing at inspections.

The staff work well together to promote children's enjoyment, achievement and ability. Children are in the care of qualified or experienced staff who support them well to ensure they are happy and settled in the setting. Good organisation of routines and access to appropriate activities, which the children are eager to engage in, ensures children's time in the setting is worthwhile and challenging. There is support for the staff via the local authority who provide an extensive range of training. Children benefit from the ongoing training the staff attend as they bring new ideas to develop practice. Overall the range of children's needs are met.

Improvements since the last inspection

At the previous inspection the setting was requested to develop further the child protection statement and the seating area for children to have an opportunity to sit

quietly.

A new statement including details of procedures to be followed in the event of a concern has been produced, made available to the staff group and parents. Members of staff have also attended training, often linked to their other education and child care related work, to ensure children's needs are met.

The setting has made a number of attempts to provide children with an area where they can sit quietly. Screens have been purchased and used periodically to enclose areas and mats and cushions are used for floor play activities. Books and puzzles are used later in the sessions for quiet play and children are made aware they can request such resources at any time.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consistently record detail in the accident records to show the time of the accident, size and location of injuries to assist in ensuring similar accidents do not occur and children's medical needs are met
- ensure children's safety is consistently promoted by staff following the risk assessment procedures and that children's documents contain information which enable appropriate care to be given.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and*

concerns about inspectors' judgements which is available from Ofsted's website:
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