

St William of York (South Sefton Before and After School Club)

Inspection report for early years provision

Unique reference number	EY258450
Inspection date	22/10/2009
Inspector	Sheila O'Keeffe
Setting address	St. William of York Catholic Primary School, St. Williams Road, Liverpool, Merseyside, L23 9XH
Telephone number	0151 924 7280
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 William of York (South Sefton Before and After School Club) has been open since 2003. It operates from St William of York School in Sefton and opens between 7.45am and 9.00am and between 3.15pm and 6.00pm each weekday during term time. It uses the school hall and two classrooms, one of which is an information and communication technology (ICT) suite. Outside provision is in the school playground. Children attend from St William of York Primary School. The breakfast and after school club is registered to care for a maximum of 24 children aged three to eight years. There are 53 children on roll. Of these three are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three members of staff and all hold appropriate childcare qualifications. The setting receives support from the host school and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting provides a warm, welcoming and very safe environment where children feel fully included and have excellent opportunities to relax, have fun and learn through play. Close links with the host school's Early Years Foundation Stage, enable the staff to successfully promote each child's progress through the planning of an effective range of stimulating, challenging and complementary activities. Positive relationships with parents have been established. Their views and the views of the children are taken into consideration ensuring the children's individual needs are well met. The staff are committed and very well organised and demonstrate outstanding capacity to sustain this highly effective setting in the future.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the self-evaluation process so that the monitoring and reviewing of provision establishes clear targets and priorities for improvement that will continue to build on the highly effective outcomes for children.

The effectiveness of leadership and management of the early years provision

The setting is extremely well run. Staff have highly effective recruitment and excellent safeguarding procedures to help and protect children. Very good systems are in place to ensure staff are appropriately qualified and have relevant

experience to care for the children. Detailed written policies and procedures and risk assessments are in place, consistently followed and are regularly reviewed and updated to promote children's health, safety, enjoyment, and ability to make a positive contribution. Staff provide a fully inclusive environment where children make informed choices about their play. Staff ensure children have access to a very good range of age-appropriate play resources which are well maintained. Parents have comprehensive information through a variety of means, for example, an information pack and a detailed display board which includes an electronic, rolling collection of photographs showing activities.

The manager is very experienced and has a clear vision. Although measurable targets are not set, along with staff she plans for continuous development to further improve outcomes for all children. Recommendations for improvement from the previous report have been successfully addressed. Self-evaluation is highly effective and identifies strengths and areas for further improvement. Staff appraisals and regular meetings to share information make sure children are provided with an exciting, stimulating environment to ensure their individual learning needs are very well catered for. This is further supported by the key worker's well-recorded observations that provide good information to inform the next steps for children's learning. Professional development is continuous; staff develop their practice and knowledge through the host school. They acquire external moderation in order to support their own self-evaluation improve outcomes for all children.

Effective systems are in place to obtain feedback from parents, staff and children who are regularly consulted in a number of ways. This accounts for the very high level of satisfaction expressed by parents, children and families. Staff continually monitor and review the planning, environment and what they provide for the children to ensure inclusive practice and improve provision and outcomes for children. The accommodation is accessible, welcoming, bright and stimulating with good storage facilities.

The setting has excellent relationships with parents and carers ensuring each child's needs are very well met. Parents feel fully involved through the excellent, daily opportunities to share information about children's achievements, experiences, progress and welfare. This effective partnership contributes to children's excellent progress and ongoing development. The setting has developed very strong links with the host primary school. This supports the smooth transition when children make their daily move between the school and the club. Children are supported by staff and other support agencies exceptionally well. This ensures their diverse needs are well met and equality of opportunity is effectively promoted.

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

Children receive a warm, friendly welcome as they arrive at the club and are able to relax with their friends and socialise whilst the registers are taken. Excellent relationships are formed with older children who mix well with the younger ones

and are considerate and helpful towards them. Children are familiar and comfortable with the routines; for example, they wash their hands, sit down for drinks and choose from the well-prepared nutritious snack. Children have formed excellent relationships with caring staff who respond to their requests. They choose from the excellent choice of well-laid out activities including role play and making an autumn collage from materials collected from the school grounds. Children talk with great enthusiasm about what they have found and what they are going to do. This enables them to follow their own interests. The popular bingo game gives children meaningful opportunities to explore number recognition and socialise as they excitedly help each other mark their cards and enjoy the competition. The setting effectively supports inclusion and children are respected for their individuality. They develop a very good awareness of the wider world as they share activities, for example, computer programs and the well-resourced dressing-up and role play area. Resources and activities help to promote cultural and racial diversity as children explore events, such as Chinese New Year.

The excellent range of activities provide effective cover and balance across the six areas of learning with a strong emphasis on socialisation, exploration and creativity. Staff respond well to children's individual needs by providing choice and alternatives which appeal to all. Young children who are tired after school can rest and relax in the soft play area or choose a reading book to help them to unwind. The balance of adult-led and child-initiated play is well planned and ensures everyone is engaged and enjoying themselves throughout the session.

Helping children to follow a healthy lifestyle is promoted exceptionally well. For example, children understand the importance of washing their hands before eating. They talk about their favourite fruit as they choose from a very well-prepared choice of healthy snacks and drinks which promote their awareness of healthy eating. Outside activities include a very good range of play equipment and children are encouraged to improve their physical development. Visits from outside agencies support children's physical skills through well-organised sports activities. Children also learn how to grow their own vegetables and plants and use the recycle bin. This deepens their excellent awareness of healthy lifestyles and knowledge of the world around them in meaningful ways.

Children's awareness of how to stay safe develops well because staff are rigorous and consistently implement and promote policies and procedures. Children learn about right and wrong and display excellent behaviour. As a result they work independently, collaboratively and enjoy each other's company. Staff gather information from parents and the school about children's starting points and interests. They have an excellent understanding of the Early Years Foundation Stage which enables them to make purposeful observations of children at play, record individual progress and plan for the next steps in each child's learning. This ensures that children receive an excellent foundation for future 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

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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