

# St Mary's C of E After School Club

Inspection report for early years provision

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**Unique reference number**

EY297320

**Inspection date**

23/11/2009

**Inspector**

Anthony Anderson

**Setting address**

St. Marys C of E Primary School, Cundy Street, Sheffield,  
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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

St Mary's C of E After School Club was registered in 2004, it is privately owned and managed by a voluntary committee. It operates from a dedicated room in St Mary's Primary School, which is situated on Cundy Street, to the west of Sheffield city centre. Children also have access to the host school's main hall, library and an enclosed playground. The club is open Monday to Friday from 8am to 9am, and from 3.15pm to 6pm during term time. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register, and currently takes children aged from four to eight years; it also offers care to children aged eight to eleven years. A maximum of 32 children may attend the club at any one time, there are currently 113 children on roll of whom three are within the Early Years Foundation Stage. The club supports children with special educational needs and/or disabilities. There are four members of staff, most of whom hold appropriate early years qualifications to at least level 2. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of the provision is good. Children clearly enjoy their time in this vibrant and purposeful setting where the range of resources is good overall. Staff are dedicated and knowledgeable and they attend regular staff meetings. Most of the setting's care systems and procedures, including assessments, are well documented and effective. Partnership with parents is good, and positive use is made of close relationships with the host school to support children's progress and development. The management demonstrates a good capacity for further improvement.

## What steps need to be taken to improve provision further?

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

- improve the use of the setting's self analysis to consistently identify and highlight strengths and areas for development and ensure that it leads to continuous improvement
- extend the availability of external resources for young children to include a range of wheeled toy vehicles such as cars, bicycles, scooters and trucks in order to further support their physical and social development
- ensure that all written records of accidents to children are consistently signed by their parents/carers.

## **The effectiveness of leadership and management of the early years provision**

Recruitment and vetting systems are fully in place and help to ensure that all adults are suitably vetted, qualified and trained. Systems of welfare and care, including regular risk assessments of the site and the undertaking and recording of fire drills are good overall. However, there is an inconsistency in ensuring that parents and carers sign the record of accidents listed in the log book. Staff are well deployed by the setting's dedicated and effective management, and this positively promotes the development of independence and self-esteem in the children. Regular observations are undertaken by the young children's key person in order to plan their next steps of progress and development.

Parents are well informed about their child's activities and those spoken to during the inspection expressed praise for the day-to-day management of the setting. The relationship with external agencies and the host school's Foundation Stage is good, and this helps to extend young children's ambition and progress. The setting's system of self-evaluation and regular reviews, while good overall, are not yet fully supporting the embedding of ambition and leading to sustained and continuous improvement. The setting's strong promotion of equality and diversity is good. It is supported by a good range of appropriate books and photographs showing pictures of our diverse world including celebrations of world cultures and faiths.

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

Children demonstrate a friendly disposition to staff and visitors. They enjoy the many opportunities on offer through games and activities with their friends. Healthy meals are readily available, in addition to fruit juice and water. Staff use meal times effectively to support children's social and cultural development, and to encourage them to make choices. For example, on the day of the inspection, children were tucking into tasty items of healthy Greek food accompanied by pitta bread. Children also learn the importance of personal hygiene as they are encouraged to wash their hands before eating, and after visiting the toilet.

Children have access to a wide range of play and learning resources within the setting. They are frequently encouraged to extend their physical skills in the host school's playground which is well resourced, but lacks a range of wheeled 'ride on' toys for young children. Inside the setting, some children enjoy playing games on a computer, while others rise to the challenge of cutting and colouring different shapes before adding coloured materials to their Christmas linked designs. Staff are readily available to support and advise children in their chosen activity, and they help to create a pleasant and purposeful atmosphere for play and learning. Two children enjoy creating imitation fruit with play dough and they show an awareness of colour, shape and size by constructing a large round orange coloured orange and a small egg-shaped green grape.

The frequent use of observations of the young children to inform planning and

monitor their progress is having a positive impact on the levels of enjoyment and achievement of all groups of children. Children are seen to behave well as a result of the good day-to-day planning and organisation of the setting. They are also encouraged to suggest which activities they would like to be made available on future visits. This involvement helps to develop their skills of independence and confidence.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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