

# After School St Francis de Sales

Inspection report for early years provision

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**Unique reference number**

EY310049

**Inspection date**

30/11/2009

**Inspector**

Peter Mather

**Setting address**

St. Francis de Sales Infant School, Margaret Road, Walton,  
Liverpool, Merseyside, L4 3RX

**Telephone number**

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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**

After School St Francis de Sales is one of several clubs run by After School (UK) limited. The breakfast and after school clubs opened in 2005 and operate from the school hall, dining room and two classrooms in St Francis de Sales school in Walton, Liverpool. The club also has use of the playground. A maximum of 64 children may attend at any one time. A holiday club runs from 8am to 6pm during all holidays, except Christmas. The group is open each weekday from 8am to 9am and from 3pm to 6pm during school terms. Children have access to the school playground for outside play.

There are currently 122 children on roll who attend St Francis de Sales school and two other local primary schools of whom 15 fall within the Early Years Foundation Stage (EYFS). The group employs five full-time staff members and is able to call on the resources of the parent company to ensure that staffing is above the required staffing ratios. Staff hold appropriate childcare qualifications. After School St Francis de Sales is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

After school St Francis de Sales provides an acceptable level of safe, engaged play and activity. Children enjoy attending and are able to develop social skills that will help them in the future. However, children's learning and development at the club is not fully supported. The club has a satisfactory capacity to improve further.

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

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

- develop ways to support, monitor and record educational development of children in the Early Years Foundation Stage
- improve the reporting to parents and other provisions of children's progress in the Early Years Foundation Stage.

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

The leadership are well qualified for their roles and are providing an experience that is secure for the children. All regulations concerning safeguarding are in place and all activities are risk assessed. Procedures for the arrival and departure of the children are also secure thus ensuring the ongoing safety of the children.

The formal self-evaluation form is complete. Leadership and management show an awareness of the weaknesses of the provision and plan to improve some areas. As

a result of a review of the statutory requirements of the EYFS, the younger children now each have a nominated key worker to ensure that their needs are met. This shows that leadership and management are committed to ensuring that the provision meets the requirements of the EYFS for the benefit of the children attending.

Managers monitor the children's participation in the activities on offer, to ensure that all children have equal opportunities to take part in their chosen task. There is a width of tasks and opportunities that allow a breath of experiences that will develop children's understanding of cultural and social diversity. This starts in a very simple way, by the way the children in their four different school uniforms play and relate to each other. However, the provision and monitoring of the learning and development requirements of the EYFS is still at a very early stage.

Parents all speak highly of the provision and comment that all the children are treated as individuals and appreciate the informal exchange of information at the end of the day. However, reporting to parents regarding children's learning and development within the setting is also insufficient.

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

The children enjoy their time in the after school club. Relationships are good and children are often sad to leave due to the wide range of opportunities on offer. They are able to self-select from a range of activities, including puzzles, dolls and outdoor play. Staff join in at playtime, which enriches the experience for the children and contributes to their well-being. The staff monitor involvement carefully and ensure that all children are included.

The width of stimulus and the way children play with each other are clearly strong aspects of this provision. Children are encouraged to play with toys, which the staff are aware and confident with. Equally, they are encouraged to try out new activities. The focus is clearly on enjoyment and relaxation after school, however, the educational aspects of play are not fully exploited, nor is the children's progress recorded in appropriate detail.

Children attend from a number of schools, including the host school. Whilst there are links with the host school with regard to the sharing of practical issues, links with other providers are under developed. Information regarding the children's achievements in terms of the EYFS is also not shared to benefit of the children.

Routines are flexible and ensure that healthy snacks are eaten. Within the club, children learn about the importance of a healthy lifestyle through regular outdoor opportunities. They are also encouraged to develop skills of independence, for example, by making their own snacks. Behaviour is good and children play well together and cooperate with adults.

Planning of the club's activities is in place, however, systems of assessment and record keeping are not yet sufficient to ensure that individual needs are met or

that children are making progress towards the Early Learning Goals.

The provision is keen to help develop the skills that the children will use in later life. On a regular basis the children take responsibility for tidying up, thus taking a pride in their environment. Sometimes they take part in visits to places such as the library, which helps to develop their literacy skills.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	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: Met

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