

# St Mary's After School Club

Inspection report for early years provision

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**Unique reference number**

EY396775

**Inspection date**

10/03/2010

**Inspector**

Anne Felicity Taylor

**Setting address**

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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 After School Club registered in 2009. It is one of several out of school provisions run by Oxford Active. It operates from a large room and the library area of St Mary's Church of England Primary School, Chipping Norton, Oxfordshire. It offers after school care to children aged from four to 11 year old children from the school, and the neighbouring school of Holy Trinity Roman Catholic School. Children are collected from Holy Trinity using a mini bus. The club is open each week day in term time from 3:00 to 6:00 pm.

The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children under the age of eight years may attend at any one time and up to 16 of those may be in the early years age range. There are currently 48 children on roll. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. Children have access to the school field and playground areas for outdoor play. There are regular opportunities for the children to take part in a number of sports clubs.

There are four staff who work with the children regularly, all of whom hold relevant qualifications. Additional bank staff are available.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team has worked hard since the club opened to establish a high quality provision, which has had a positive impact on the outcomes for children. As a result, they generally meet all the welfare requirement of the Early Years Foundation Stage and children are making good progress. Particularly evident are the strong relationships children form which help staff to be fully aware of them as individuals, enabling their individual needs to be met. Underpinning these bonds are strong partnerships with parents and some of the children's teachers, which ensure staff are updated regularly about relevant changes, and that parents are well-informed about their child's achievements. The setting has begun to identify areas for further improvement and is developing a more formal system of self-evaluation, demonstrating an ongoing commitment to maintain continuous improvement.

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

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

- develop further the use of self-evaluation as a tool to reflect on current practice and bring about subsequent improvement
- foster stronger links with all the other Early Years Foundation Stage providers who share the care and education of children at the setting.

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

Children are safeguarded well because staff show real concern for their well-being and have a good awareness of child protection issues. Senior staff take responsibility for safeguarding, and all the staff are confident about what would cause them concern and what action to take, including detailed recording. Comprehensive and well-maintained documentation throughout the setting supports staff in protecting children, for example, accurate registers are maintained and parents understand the need to sign children out when they are picked up. The parent company has robust systems to vet new staff, and a comprehensive induction is completed. Thorough risk assessments are in place and are reviewed regularly, effectively protecting children from identified hazards. Staff use walkie-talkies, as children have free access to indoor and outdoor play which, alongside the good staff deployment, ensures that children are well supervised. Emergency evacuation drills are practised often which ensures that part time children become familiar with the procedure. The club has a variety of appropriate equipment, books and toys, and staff are actively sourcing equipment that the children request, and additional equipment that promotes equality and diversity.

Since the club opened staff regularly reflect on it's strengths and weaknesses. They take into account the views of the children and parents when considering areas for ongoing development. These procedures have not yet been formalised into a working document for self-evaluation. Staff complete short courses which keep them up to date with any changes or developments, for example, food safety. Some staff are completing formal qualifications. Therefore, children are cared for by staff with appropriate skills and knowledge.

New parents get a comprehensive welcome pack, and notice boards display the daily activities, registration and insurance certificates. This ensures that parents have all the information they need about the club. Parents express how very satisfied they are with the service the club offers, particularly mentioning the outdoor and physical play, the variety of creative activities and the high calibre of the staff. Parents are confident to exchange information regarding their child, ensuring that all individual needs can be met successfully. Staff also have regular contact with some of the teachers of the Early Years Foundation Stage, which benefits the children's progress. However, contact with all the teachers has not yet been developed sufficiently.

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

Children who attend the club are making good progress in their learning and development as a result of their access to a broad range of activities which they obviously enjoy. They complete requests for specific play in the Children's Ideas Book, which enables staff to develop activities that the children are keen to take part in, for example, making pizzas. Children can also request any play activity, or

a film to watch that is a special favourite. Children settle down quickly as they arrive and obviously feel safe and secure within the flexible routine. They play imaginatively with younger friends in the home corner, or have a quiet time looking at books in the comfortable book area. Outdoor play is very popular with all the children and they enjoy spending time on fixed equipment, balancing and weaving through the assault course, and taking part in ball games and races on the go-carts. Specific sports clubs take place nearly every day with children having access to dodge ball, football, gymnastics and dance. Children are proud of the Mother's Day cards they create with a variety of collage and art materials, writing clearly inside them. They concentrate well as they wrap gifts for their Mothers, with the support of staff. Children spend a considerable amount of time drawing from a reference book, alongside a friend, and building a complex house from a construction kit. Staff praise and encourage the children in all their endeavours.

All aspects of children's welfare are promoted well. Staff maintain a basic structure around children's opportunities for free choice and independence, and children learn to keep themselves safe. Children have developed their own club rules, which new children read and can add to if they wish. The skill displayed by staff in keeping the children well occupied and happy, with timely interventions, ensures that they behave very well. They take turns and share as they use hand-held and large screen interactive electronic games, effectively developing skills for the future. Children are independent in their personal hygiene routines, with gentle reminders from staff about hand washing. Children are offered the choice of various after-school snacks including toast, plain biscuits and fruit, with water or squash. They help themselves, or request toast, and choose from a variety of spreads and cheese. Different diets or children's requests are always accommodated. The key worker system and the relaxed and child-friendly environment, such as access to outdoor provision, and easily reached resources, enable individual learning styles to be accommodated, for example, for children with special educational needs and/or disabilities. Each child has an observation book which, for children in the Early Years Foundation Stage is completed by the key worker. Older children can add comments to their own book, using it like a diary of activities and events that they have particularly enjoyed.

## 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	3
The effectiveness of partnerships	3
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

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

Met