

St Mary's Wrap Around Care

Inspection report for early years provision

Unique reference number

EY400700

Inspection date

03/03/2010

Inspector

Jane Nelson

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.

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 Mary's Wrap Around Care was registered in 2009. It is one of a number of provisions operated by Asquith Court Nurseries Limited. The after school club is situated in a porta cabin within the grounds of St Mary's Junior School, Twickenham, Middlesex and provides after school care to children attending St Mary's Infant and Junior schools. The premises comprise of a porta cabin, with use of the school hall and access to children's and adults' toilets in the main school building. There is an enclosed outdoor area within the school grounds for outdoor play. There is ramp access to the premises and accessible bathroom facilities are provided.

The setting is registered to care for a maximum of 16 children aged between four and eight years, who may all be within the early years age range. According to demand the 16 children attending the setting may also include children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 36 children on roll, eight of whom are in the early years age range. The setting operates from 3pm to 6pm, Monday to Friday during school term times, except for the last day of each half term when it operates from 2pm to 6pm to accommodate the school's early closure. A qualified manager and a team of three staff, two of whom have suitable childcare qualifications are employed.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children benefit from caring interaction with enthusiastic staff, who know children's individual needs well. However, legal requirements are not met with regard to the required records containing the necessary information to ensure children's safety and welfare, being available on the premises. Risk assessment is used, and the required record maintained, however, this does not contain sufficient detail to ensure all potential hazards are monitored effectively. Self-evaluation is not yet fully developed to ensure areas identified for development are fully completed. Positive relationships with parents result in verbal information being shared well and partnerships with other settings, such as local schools, are effective.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure the required documentation relating to staff suitability and all staff details are available on the 03/03/2010

premises (Suitability of adults) (also applies to the compulsory and voluntary parts of the Childcare Register)

- ensure all the required information relating to all children to safeguard and promote their welfare is available on the premises (Safeguarding and Welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 03/03/2010
- ensure the risk assessment is fully effective in identifying all potential hazards that children may come into contact with; and the required risk assessment record is maintained and reviewed regularly and where the need arises (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register) 03/03/2010

To improve the early years provision the registered person should:

- make sure fire drills are held with sufficient regularity to ensure all children and staff are familiar with the evacuation process
- make sure management arrangements monitor the safe and efficient management of the setting effectively.

The effectiveness of leadership and management of the early years provision

Leadership and management are not effective, as although areas requiring action, and for future development are identified, the action needed to implement changes and ensure requirements are met has not been taken. For example, the need for secure storage is identified, but is not yet in place and suitable alternative arrangements have not been implemented. The required information relating to children's home addresses and parents consent for emergency medical treatment, are stored at another setting and are not available on the premises. This results in a delay in accessing essential information in the event of an accident or emergency, impacting on children's health and safety. The required information confirming staff suitability checks is not accessible on the premises. Staff demonstrate an understanding of child protection issues and are aware of their responsibilities and the procedures to follow if concerns arise.

The use of risk assessment is not sufficiently robust in monitoring issues, such as the frequency of fire drills and arrangements for the storage of children's coats, which are piled on a table near the entrance door and frequently fall on the floor. Although the required record of risk assessment is maintained, it does not contain sufficient information or include details of when equipment, such as an outdoor storage cupboard, is broken. The emergency evacuation procedure is displayed, however, no fire drills have been held since the after school club completed registration, resulting in children and staff not having any practical experience of the evacuation procedure and identifying issues that may need reviewing once it is

practised.

The current arrangements for the day to day management of the setting are that the manager divides her time between this after school provision, and a nearby full day care facility, where the after school club was previously based, as a separate manager for the after school club has not yet been appointed. This has an impact on how effectively issues, such as ensuring the necessary records are available on the premises and that the risk assessment identifies all potential hazards, are monitored. The staff team plan a range of interesting activities for the children. They are enthusiastic, enjoy their work and interact well with children creating a welcoming atmosphere.

Space is adequately organised, although the use of large chairs, and the stacking of those not in use takes up space, in the porta cabin. The after school club have planned use of the school hall, at certain times, and free access to the school playground. A varied range of resources and suitable play equipment is provided and stored on low shelving providing free access to children and encouraging independent choice.

Daily verbal communication takes place between staff and parents. Parents state they are happy with the care provided and say their children enjoy coming to the after school club. Systems are in place to work in partnership with local schools, and work effectively. For example, some information is recorded in children's journals relating to activities they are doing at school and identifying activities that can support children's learning during after school club activities. This enables staff to plan and link activities to individual children's needs during their time at the after school club.

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

Children are pleased to see their friends and staff on arrival at the after school club. They have access to a range of suitable activities, such as reading, board games, social interaction and creative activities, which complement their learning experiences at school. The relaxed atmosphere and flexible routine reflects individual children's needs and enables children to make independent choices, for example, about what to play with and when they want to eat their snack. Children see the world around them reflected in the play resources and posters provided at the after school club, and have opportunities to find out about different festivals, such as Eid, that are included in the range of activities provided.

Children benefit from good interaction with staff who are enthusiastic, and encourage the children's interest, for example, in helping prepare their own pizzas for snack time. Children concentrate as they squeeze a tube of tomato puree onto pitta bread, they spread it carefully, and then top with grated cheese. A member of staff puts the pizza into the microwave and children wait for their own pizza to be cooked before carrying it carefully to the table and eating it hungrily. Children wash their hands independently before snack, reminding each other to do so, and help clear away their plates after eating. Children behave well, they participate in

setting the club rules, and enjoy being together. They demonstrate an awareness of their own safety by moving around carefully and respond to reminders from staff to be careful in their play. However, their understanding is not encouraged consistently through practical activities, such as reminders about, and regular practising of, the evacuation procedure, or involving children in discussing how their coats and bags can be stored to prevent them falling onto the floor.

Staff are creative in planning activities that sustain children's interest, such as making a volcano and mixing different media to create a 'colour symphony'. The children talk about this excitedly when they see a new display relating to the colour symphony activity, and recall creating the volcano. Children have access to outdoor play and games, such as football and cricket, that enable them to expend energy and encourage their physical development. Children socialise well with their peers, older children and staff. They chat to each other as they sit making paper chain caterpillars with a member of staff, concentrating as they stick strips of paper together to make rings, count the number of rings they have joined to the chain, then trail the 'caterpillar' across a member of staff's shoulder. Children enjoy outdoor play in the playground and some indoor games in the school hall. They benefit from being able to choose whether to play inside, or outside in the school playground. However, there are times during cold weather, when the 'open door' policy impacts on the comfort of the indoor area, particularly for younger children who may be tired after their school day, and want to sit cosily inside.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
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

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of this report (Arrangements for the Safeguarding of children). 03/03/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of this report (Arrangements for the Safeguarding of children). 03/03/2010