

Christ the King After School Club

Inspection report for early years provision

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Inspector

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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

Christ the King After School Club was registered in 1997. It meets in the Christ the King Catholic Primary School, which is situated in a residential area of Kingstanding, Birmingham. The club provides a before-school breakfast club that meets in the school dining hall between 7.30am and 8.30am and after-school provision between the hours of 3.00pm and 6.00pm. The after-school provision takes place in the school's portable nursery classroom. This has access to enclosed outdoor play areas. The club is open five days a week during school term-time only. A maximum of 24 children may attend the club at any one time. There are currently 28 children on roll, five of whom are in the Early Years Foundation Stage. Mainly, children attending the club also attend the school. The club has access for children with disabilities.

The club currently has four members of staff who work with the children. As a part of the agreement with the school, all club staff are also employed by the school. The club manager and one other member of staff have appropriate qualifications for leading the club and the other two are working towards these qualifications. The club is registered on the Early Years Register, the compulsory Childcare Register and the voluntary Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The club meets the needs of the children in the Early Years Foundation Stage satisfactorily overall and well in relation to children's enjoyment and safety. The provision promotes inclusive practice well because the children have good opportunities to choose what they want to do and the adults help them as they play, to ensure that the children are all fully involved in what they are doing. Most of the recommendations for improvement identified in the last inspection have been satisfactorily addressed and the manager is keen to make progress. Therefore the capacity to improve is satisfactory.

What steps need to be taken to improve provision further?

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

- ensure all procedures and policies needed for the smooth running of the club and the welfare of the children are fully completed
- promote healthy eating and hygienic practices such as washing hands before eating
- extend procedures to be followed in the event of a child being lost or remaining uncollected
- keep records of children's development and to identify future learning needs.

The effectiveness of leadership and management of the early years provision

The leadership of the club is satisfactory overall. All staff have been assessed as suitable to work with children. These and other safeguarding arrangements, such as checks on the staff qualifications, are carried out by the Christ the King Catholic Primary School. This is because a condition within the establishment of the club is that all of its staff must work at the school. This arrangement forms a part of the strong working relationship between the club and the school. The school has ensured that all club staff have appropriate first aid training and training in child protection. Until very recently, all the evidence for these suitability checks and training were maintained only by the school. The club manager recognises that the club, as an independent concern needs to maintain copies for its own records and is in the process of compiling these.

Safety procedures, such as keeping a daily register of those attending the club, collecting children who attend different schools and recording who collects the child, are good. The club does not keep similarly rigorous records of all visitors.

The club has suitable policies in place for child protection, equality of opportunity and health and safety and fire drills are carried out regularly. The club's disciplinary policy is good providing staff with clear guidance. Self-evaluation is satisfactory. As a part of its self-evaluation process the club leadership has listened to the 'voice' of the children and adapted its practices accordingly. Now, children are able to choose their activities rather than these being selected by the staff. This is good as it ensures that the club meets the needs of all. A formal time, when the club serves refreshments has ceased since the last inspection, at children's request. This has reduced the club's opportunity to promote healthy eating and hygienic practices.

The rate of progress towards the six recommendations from the last inspection has been slow. The club has successfully incorporated parental consent to seek emergency medical care into the initial documents that parents sign. Risk assessments to maintain children's safety are now undertaken daily. The recorded procedures to be followed if a child goes missing are too brief. The procedure for recording accidents is now a more confidential approach, as recommended, but has lost the rigour formally applied. For example, parents no longer sign the record. The complaints procedure needs further clarification.

The partnership with the Local Authority is at an early stage of development and is starting to provide the manager with guidance for improvement. Recent meetings have led to recognition of the need to prepare a plan of action to ensure that the club has all the required policies. At present, the club lacks policies for supporting children with special educational needs and/or disabilities and for administering medicines. It also lacks documentation identifying procedures to be followed in the event of an allegation being made against a member of staff. The process of keeping records of children's activities and learning and the progress that they make is not fully established.

The partnership with the parents is satisfactory. The club supports parents well in times of need by allowing children to attend at additional times when extended

care is needed. Verbal communication when children are collected takes place regularly. Written communication with parents about their child's activity is not established and this restricts the parents' opportunity to be involved and to reflect on their child's progress.

There is a very strong partnership with the school to the benefit of the children. The resources of the club and the school are shared and this increases the range of activities the club can provide.

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

Children have a very enjoyable time at the club. The learning and development of the children in the Early Years Foundation Stage age group are satisfactorily promoted and developed. The support staff are experienced and know the children well. They intervene well in children's learning, for example, by helping them to recognise letters and numbers while playing with electronic toys. They also promote the children's confidence well and through careful observation ensure that they are always busy. However, there are no records kept of children's learning or for identifying their future needs

On arrival, children are greeted in a friendly manner. The register is taken in a formal manner and following this, children are allowed to select the resources to be provided. This is good practice as it allows children to make an active contribution to the club and it develops their independence and confidence. The games and activities available cover all the six areas of learning. The children in the Early Years Foundation Stage particularly enjoy the electronic games that develop their knowledge and understanding of the world and their co-ordination skills. They also enjoy 'dressing-up' which expands their creative development, exploring the properties of sand and dancing to music. There are no adult-led activities provided restricting the opportunities for children to master new skills and extend their learning.

The club provides a good range of activities that keep children fit and promote a healthy lifestyle. There is a secure and well resourced outdoor area which is used in good weather. The club also benefits from an adjacent room that is used for physical activities, such as climbing and jumping. This room is filled with sponge blocks and a trampoline. Children have turns, in groups, in this room. The manager sets a good example to the staff by carefully watching to ensure that children are safe at all times when playing in this room.

Healthy eating is encouraged but not rigorously promoted. The club provides water and children are allowed to bring their own snack from home. These snacks are stored in the cloakroom which is within the toilet area. This is an unhygienic practice. Children eat at individual times and there is no consistent training in good practices, such as washing hands before eating. During the inspection, children were observed independently collecting their snacks, mainly biscuits, and sharing these if approached by other children.

The behaviour of the older children is good and they play willingly alongside the children in the Early Years Foundation Stage setting a good role model of consideration, sharing and co-operation. The younger children respond well and generally behave well and they are gently reminded of the club's expectations should a breach occur. The opportunity to mix with older children has a maturing influence and develops a skill for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of safeguarding	3
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

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	2
The extent to which children adopt healthy lifestyles	3
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