

St John's After School Club

Inspection report for early years provision

Unique reference number

EY307629

Inspection date

17/12/2009

Inspector

Andrew Clark

Setting address

St. Johns School, East Avenue, Leicester, Leicestershire,
LE2 1TE

Telephone number

0116 2709932

Email

elizabeth.young@astrazeneca.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 John's After School Club is run by voluntary committee. The club operates from the several rooms and associated facilities in the grounds of St John's School in Leicester. The club supports children with special educational needs and/or disabilities. A maximum of 50 children aged from four to eight years may attend in any one session. Older children may also attend. There are currently 48 children on roll of which 26 are under eight years. Of these, 18 children are in the Early Years Foundation Stage, of which none are in receipt of funding for nursery education. The sessions run from 3.00pm to 5.45pm five days a week, term time only. The setting is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff. The two managers and over half the other staff hold Level 3 qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are busy and happy. It is an inclusive setting where everyone, including those with special educational needs and/or disabilities, achieves well. The caring staff are led well by skilled managers who ensure children work and play in a safe and stimulating environment. The setting is well placed to continue to improve because of the effective self-evaluation and staff's commitment to continuous professional development.

What steps need to be taken to improve provision further?

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

- develop assessment procedures to plan for children's next steps in their learning
- improve the accessibility of all resources to further promote children's decision-making skills.

The effectiveness of leadership and management of the early years provision

Leadership and management are good. The enthusiasm of the managers is shared by all staff. The club has robust systems to evaluate the overall quality of its provision well and plan for future development. It works in close partnership with other providers to develop staff's skills. Good self-evaluation is sharply focused on improving all aspects of provision and draws on the views of staff, children and parents. This has led to good improvements to resources since the last inspection. Staff have clear roles and responsibilities ensuring the smooth day to day running of the club.

Children's welfare is paramount. All staff are qualified in first aid for young children. There are robust procedures to ensure staff are suitable people to work with children and have a good knowledge of how to keep them safe. They pay particular attention to health and safety issues including child protection, hygiene and care and safeguarding. Staff training ensures that all know what to do in all aspects of their work. They ensure that the premises are safe and secure through regular risk assessments. They involve children well in keeping the club orderly and organised. There are good standards of record keeping and policies are up to date and readily available to parents and others.

The partnership with parents and other providers is good. Parents find staff very approachable and appreciate the care they show their children. They welcome the good range of information they receive. The setting has close links with the school children attend. This contributes well to the development of staff's skills, especially in supporting children with special educational needs and/or disabilities.

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

Children's healthy lifestyles are promoted well. The club provides a wide range of healthy food and staff create a positive social occasion at snack time, which promotes children's emotional and personal well-being promotes the value of healthy eating. Fruit snacks and water are available throughout the session. Children benefit from secure outside spaces where they participate in many different activities, which encourage good learning across all areas of learning.

Staff have a good knowledge of the learning needs of young children and provide a stimulating environment as a result. They make observations of children's achievements but this is not yet fully developed to regularly guide the next steps for children's learning. There is a good balance between activities children choose for themselves and those led by adults. The rooms are well organised and closely supervised. However, some play resources are not easy for children to access independently and this limits opportunities for decision-making.

The positive manner of all adults and willingness to participate in children's games leads to good levels of self-confidence and social awareness. Well-planned activities promote children's language and problem solving skills and are well matched to their age and ability. Children contribute to attractive displays through interesting craft activities which develop creative and social skills. These include work on some major festivals such as Christmas and Eid. Children learn about the diversity of life through whole group projects such as World Peace Day. Children behave very well because staff are consistent and caring in their manner and everyone enjoys being here. There are very comfortable, areas for children to sit and relax. They have a range of books to read or DVDs and computer games to interest them.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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