

St. Anne's Out of School Group

Inspection report for early years provision

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| Unique reference number | 105730 |
| Inspection date | 14/01/2010 |
| Inspector | Martyn Richards |
| Setting address | 194 Freston Road, London, W10 6TT |
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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 Anne's Out of School Group is run by the Lancaster West Children's Community Network. It opened in 1999 in a school building in North Kensington in the Royal Borough of Kensington and Chelsea. A maximum of 32 children may attend the after school club and holiday playscheme at any one time. The after school club is open from 3.30pm to 5.45pm during term time and the holiday playscheme is open from 8.30am to 5.45pm during holidays, excluding Christmas, for 50 weeks of the year. There are currently 30 children aged from three to six years on roll. Of these, 28 are in the early years age group. Children come from St. Anne's Nursery School and a number of local schools in the community. The after school club and holiday playscheme supports children with special educational needs and/or disabilities, and children who speak English as an additional language. It maintains close links with its contributory schools

The after school club and holiday playscheme employs four staff plus an escort. All of the staff hold appropriate early years qualifications. The setting has access to a large hall, kitchen and toilet facilities for both children and adults. There are two enclosed outdoor play areas. The after school club and holiday playscheme receives support from the local authority. It is 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.

This is a warm and welcoming club, which meets the needs of its children, and is appreciated by their parents. Children feel safe and valued, and enjoy attending this fully inclusive club. It is well-organised on a day-to-day basis, and staff are always keen to find ways of making it even better. Currently the club has no established key worker system in place, and staff recognise the need to address this issue. The club demonstrates a satisfactory capacity for continued improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- establish a key person scheme so that each child has a named adult with a particular oversight for his or her care (Organisation) 26/02/2010
- establish a balance of adult-led and child-initiated activities, to ensure that enough challenge is provided to extend children's experience and learning (Organisation) 26/02/2010

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

- use a parent survey to provide a systematic opportunity for them to contribute to the self-evaluation process.

The effectiveness of leadership and management of the early years provision

Staff rightly see ensuring children's safety as a central priority. The suitability and experience of adults working in the setting is carefully checked, and the spaces used are very secure from intrusion, or from children slipping away unnoticed. There are clear arrangements for signing children in and out of club sessions and for dealing with circumstances where a child is not collected at the expected time, or by the expected person. The manager and another staff member have recent updated training in safeguarding and child protection, and are alert to any indications of distress children might show. Staff make, and record, checks on the accommodation and activities they provide, to identify any risks that might arise. However, the setting does not meet the statutory requirement to establish a named key person for each child in the early years group, to oversee the child's welfare and development and to link closely with parents and others working with the child.

The manager has been in post for some time and has established a club ethos of homely acceptance, appreciation of the character and needs of each child and a good, confidence-building relationship with parents and carers. As one parent put it, 'This is an excellent club; my daughter loves coming and it's easy to talk with the staff.' Relationships with contributory schools are also good, especially to ensure continuity in provision for children with special educational needs and/ or disabilities. Care is taken to ensure that all children have equal access to the club's activities, and that resources – such as the book collection – are a true reflection of the diversity of the club community. Detailed planning ensures that children experience and enjoy a wide range of activities in relation to the six areas of learning, both indoors and outside. Staff are suitably deployed and resources are used effectively to meet the needs of the children.

Staff have successfully implemented the recommendations of the last inspection, and are keen to develop the provision even further. This illustrates their ambition to improve. They have recently completed a systematic self-evaluation process, enabling them to identify some of the areas where improvements might be made. There is presently little parental input into this evaluation process. While the self-evaluation is robust and stringent in many areas, it does not always focus sufficiently on the balance of the play and learning activities provided for the children, the involvement of adults and on how the children might be benefiting from these activities.

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

When children arrive, they find a colourful, attractive and welcoming room, set up for play activity. Table games, other activities and materials are ready for them and they all settle very quickly to their own choice of activities, which contribute to their satisfactory progress. Some love dressing up, preparing a tea-party or building an airport with construction toys. Some tackle writing activities or art work. Others sit quietly and chat, settle to look at books in an inviting quiet area, or simply rest there. Their behaviour is exemplary. They are calm and polite, take turns without squabbling, and move around the various indoor and outdoor play activities easily and confidently. This calm atmosphere, for instance in the after school session, is the more impressive since some of the three-year-old children have been in school since the eight o'clock breakfast club. The quiet, reassuring manner of staff, and their excellent relationship with the children, underpins this positive ethos, and promotes the very good personal and social attitudes children develop, which will benefit them in their future life and education. They have full confidence in staff to help them if they have difficulties. They feel safe and well-cared-for in the club, and are sensible in their use of the equipment and materials provided for them. In tidying up they contribute well to their own community.

Tea is a pleasant, social, family occasion with adults and children sitting around a large table. Snacks are healthy and well-balanced, and staff take the opportunity to remind children of the importance of healthy eating and personal hygiene such as hand-washing. While children clearly enjoy coming to the club, the programme of activities planned does not establish as good a balance between child-chosen play and adult-initiated activities as it should. For example, a pretend Chinese restaurant set up by, and involving, a staff member was very effective in raising new interests, provoking children's curiosity, and extending their language. It also provided an opportunity for collaborative activity, as the very young children began to learn to play together. While still a play activity, it offered a richness of learning possibilities. However, such adult-initiated activities are very rare, and do not appear on the club's plans. As a result, opportunities are missed to extend children's interests, feed their curiosity, provide challenge, and further promote their learning.

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

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| 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

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| 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 | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| 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 | 2 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 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

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