

St Michael's After School Club

Inspection report for early years provision

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Inspection date

20/01/2010

Inspector

Judith Goodchild

Setting address

St. Michaels C of E Primary School, South Lawn Terrace,
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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 Michael's After School Club is situated in St Michael's Church of England Primary School in Heavitree, Exeter. It registered in 2006. The club is open on weekdays in term-time, from 15:15 to 18:00. It is registered for up to 24 children, aged from four to eight years, and children aged up to 11 years are accepted. Currently there are 57 children on roll, of which four are under five years. The time and days that children attend is variable. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have access to a classroom, computer suite, drama studio, hall, toilets and the school grounds. There are four staff members. The manager has a Level 3 NVQ qualification in child care and two other staff have NVQ Level 2. All children attend St. Michaels School, with which there are close links.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are safe and secure and clearly enjoy their time in the after school club. Staff have a good knowledge of children, relationships are good and practice is inclusive. There is a good working partnership with the school who allow the use of their facilities. Relationships with parents are good. The provision runs smoothly on a day to day basis but lack of regular self evaluation involving all staff affects long term planning to improve the provision to continue to meet the changing needs of children.

What steps need to be taken to improve provision further?

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

- ensure that training for the nominated person for child protection is up to date
- ensure the provision is reviewed on a regular basis, involving all staff, so that it continues to meet the changing needs of children
- ensure that activities are planned to help children's physical development when it is not possible to use the outside play areas.

The effectiveness of leadership and management of the early years provision

Overall leadership and management are satisfactory. The after school club runs smoothly on a day to day basis under the direction of the play leader. There is daily contact between the setting and the provider. Staff have a good knowledge of children in their care and welfare requirements are met. They are well deployed, good use is made of equipment and practice in ensuring all children have equal access is inclusive. Child protection procedures are in place, and all staff have recently had training alongside school staff. Though statutory requirements are

met the nominated person has not recently attended a course to ensure her qualifications are up to date.

The days and times that children attend are variable. Some attend for only half an hour and this makes planning of activities to specifically meet their needs difficult at times. However, staff satisfactorily provide for different children's needs through diverse activities such as sandwich making competitions, decorating biscuits and last year a six week course in circus skills. They take appropriate steps to find out what different children would like to ensure provision meets the requirements of all children.

Partnership with the school is good. Some staff work as teaching assistants in the school and children are familiar with them and this contributes to their sense of security. Parents have open access to staff when they come to collect their child and links with them are good.

Leadership embeds ambition and drives improvement to a satisfactory extent. Recommendations and actions from the previous inspection have been met, including ensuring that all procedures to safeguard children are properly in place. Though a self-evaluation review of the provision was carried out last year this is not done on a regular basis to ensure it continues to meet the changing needs of different cohorts of children. Information is passed between staff on an informal basis but formal staff meetings are not held on a regular basis.

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

The planning of activities is satisfactory for these young children. Children are encouraged to become independent and choose their activities and there is a good balance between adult led and child initiated activities. Children often share their school day experiences with staff when they arrive. Snack time is a popular event and children are able to choose from healthy food options and develop their skills, such as buttering their bread and cutting cheese. They understand the basic concepts of hygiene such as washing their hands. The mix of ages helps these young children to develop confidence and their social skills. Younger children are helped in this by the positive role models provided by the older ones. Children trust the adults and feel secure. Behaviour and relationships are good and children play well together despite the differences in age.

Children clearly enjoy themselves and there is a happy buzz as they take part in the range of activities. Activities satisfactorily help children to learn about the world and develop skills in literacy, numeracy and information and communication technology. The session observed was focussed on developing fine motor skills in preparation for early writing through bead work and construction activities. During the summer months they benefit from use of the outside playground. However, planned opportunities for physical activities are limited at other times of the year despite the availability of facilities.

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	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

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

Outcomes for children in the Early Years Foundation Stage	3
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	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:	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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