

St John's After School Club

Inspection report for early years provision

Unique reference number

EY330857

Inspection date

23/02/2010

Inspector

Joyce Cox

Setting address

St John the Evangelist Church of England Primary School,
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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 John's After School Club was registered in 2006. It is situated in Clevedon, North Somerset and provides out of school care for children attending St John the Evangelist Church of England Primary School. It is based in designated areas within the school and there is an enclosed outside play space. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to care for up to 16 children. There are currently 67 children on roll; four of whom are in the early years age range. The club is open from Monday to Thursday from 3.15pm to 6.00pm term time only. All staff have appropriate childcare qualifications. There are currently no children with special educational needs and/or disabilities attending the club.

The setting receives support from the local authority and financial support from a firm of solicitors.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good after school club which has many outstanding features. The dedicated staff team have a very good understanding of children's individual needs through an excellent partnership with parents and consequently promote children's learning and welfare extremely successfully. The club is an inclusive setting and provides well for the learning and development needs of all children. Considerable improvements have been made since the last inspection because staff evaluate their work carefully and demonstrate a good capacity and determination to improve even further. Children's safety within the setting is given a very high priority at all times.

What steps need to be taken to improve provision further?

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

- make sure children play an integral part in the running of the club and actively contribute to the ongoing self-evaluation.

The effectiveness of leadership and management of the early years provision

Children are happy, settled and extremely well protected with excellent safeguarding policies and procedures in place. All paperwork is detailed and of a very high standard. Rigorous recruitment and vetting procedures are in place and staff clearly enjoy their jobs because they work in a happy environment where everyone is valued. The manager has evolved highly effective ways to monitor and evaluate the provision, and to ensure that good improvements are made where necessary.

The manager also works in the school during the day so she is in an ideal position to know the children and the Early Years Foundation Stage curriculum extremely well. She uses this knowledge and children's experiences in the foundation unit to ensure the very best early years practice in the club. For instance, any early writing and other activities are noted and included in the foundation children's learning diaries. The manager includes her staff in all decisions so that they feel involved in successfully evaluating all aspects of the setting. However, children are not yet sufficiently proactive in the running of the club and there are limited opportunities for them to express their views about the kinds of activities they would like. Excellent partnerships with parents and carers and the school ensure that all children have equal opportunities to succeed and have fun.

Parents and carers are kept very well-informed by way of a well-displayed notice board, articles in the school's weekly newsletter and through daily exchanges of important information. Safety is of paramount importance. The pick up procedures, for example, are very robust and ensure the children leave safely at the end of each session. Parents and carers speak highly of the after school club. They say their children are in very safe hands and love the warm friendly atmosphere. One parent said, 'We greatly value the care and attention shown to our child. The manager is brilliant and the children are happy and very safe here. This is great and very reassuring for working parents.'

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

The youngest children and any newcomers are collected safely from their classes at the end of the school day by a smiling member of staff. Excellent liaison between the after school club team and school staff ensure children's needs are known to all which ensures a very high level of care. All children arrive at the club with enthusiasm and are welcomed warmly by staff who ask about their day. Children are very well-behaved and older ones happily support and play with younger ones. They can select their preferred snack and drink from a healthy range but are not always included in making these snacks although they have on occasions made fruit salads and designed pizzas. They enjoy being physically active when they play outdoors or in the large well-equipped hall.

A wide range of activities are on offer for children to learn and play with and staff have purchased large attractive cushions for children to collect and sit quietly and look at books if they feel tired. Staff are brilliant play partners and happily engage with the children; helping them to complete jigsaws, draw pictures or dress up. Television is available but during the inspection many children preferred to play board games together. Children's language develops very well as staff are genuinely interested in their comments and skilfully reinforce class activities. For instance, a member of staff helped one child to dress up as a snowy owl because the child had been very interested and inspired by the visit of a barn owl to the foundation class.

Children say they love attending the after school club and this is evident in their happy faces. They say they enjoy playing with different aged children and older

pupils excelled at playing games such as 'Who is this?' with younger ones.

The club is making a strong contribution to children's all round development and provides an extremely valuable service to parents and carers at the school.

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?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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

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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