

Beecroft & Sacred Heart After School Club

Inspection report for early years provision

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Inspection date	08/03/2010
Inspector	Anthony Anderson
Setting address	Beecroft Primary School, Eden Way, Leeds, West Yorkshire, LS4 2TF
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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

Beecroft and Sacred Heart After School Club is run by a committee of parents and is situated within Beecroft Primary School located to the north of Leeds city centre. It opened in 2004 and operates from a large purpose-built playroom with easy access to external play areas.

A maximum of 48 children aged under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. It is open Monday to Friday from 3.15pm to 6pm during term time only. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 48 children on roll. Of these, 32 are under eight years and, of these, seven are within the Early Years Foundation Stage.

The club has procedures in place to support children with special educational needs and/or disabilities and those with English as an additional language. There are currently five members of staff, the majority of whom hold relevant early years qualifications. One has Qualified Teacher Status and is qualified at level 7, one is qualified at level 3, two are qualified at level 2 and one member of staff is unqualified. The club has close ties with the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Appropriate care and welfare systems are mostly in place and are good overall. Observations and assessments of young children are used increasingly well to support their learning and are linked to their next steps of development. Partnerships with parents are good and very positive use is made of the very close links with the host school's Foundation Stage management to support young children's progress. Management implements good overall systems and procedures to evaluate the provision's strengths and areas for development.

What steps need to be taken to improve provision further?

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

- further develop and formalise the systems and procedures used for reviewing the club's strengths and areas for development and ensure that this leads to continuous improvement
- improve the use of observations of children to more closely monitor their progress and be more specific when defining their next steps of development
- ensure that appropriate records are maintained of the regular risk assessments and checks on equipment and resources.

The effectiveness of leadership and management of the early years provision

Recruitment and required vetting systems linked to safeguarding are fully in place and staff are appropriately qualified for their roles and responsibilities. Welfare policies and care procedures, such as regular fire drills, are mostly in place and help to ensure that children are safe and secure. However, although risk assessments of the site and equipment are frequently undertaken, they are not consistently recorded. The club's enthusiastic staff work closely with all children and ensure an inclusive practice in which equality and diversity are at its heart. The club's use of frequent and detailed observations to monitor young children's progress is developing rapidly. However, although the information gained is regularly used to lead individual children along a path towards their next steps of development, the targets set are not always fully defined and sometimes lack clarity.

Parents speak very highly of the provision and are delighted by the design and layout of the club which greets their children on their days of attendance. Staff keep in touch with parents through regular discussions and parents are encouraged to view their child's learning journey booklets, which provide growing details about aspects of their child's development and learning. The relationships with external agencies and the host school's Foundation Stage management are good, a positive example being the shared 'all about me' booklets which are created when young children join the club. The club's systems of self-review and analysis of its strengths are good overall but there is some lack of clarity in the identified areas for improvement. The club's management demonstrates a good capacity for further improvement.

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

Children love this colourful and vibrant club which is carefully designed to offer a warm and friendly atmosphere for learning through play. A free-flow continuous provision is strongly promoted by the club's very effective and dedicated management. The staff team is well trained and they work seamlessly together to provide a range of opportunities for children to learn and make progress. Children are stimulated and motivated by a good range of resources, including an external area rich with toys, games and other developmental facilities. Children consistently demonstrate that they enjoy being in this club through their positive attitudes and behaviour, and they clearly feel at ease with staff and visitors.

Children enjoy healthy snacks of pitta bread filled with ham or cheese, in addition to a range of fresh fruit and vegetables, plus water or juice. Eating time is also used well to promote good table manners and to extend opportunities for speaking and listening. A wide range of displays helps children and their parents to understand about diet and the importance of regular exercise. Regular hand washing is encouraged, particularly before eating and after visiting the toilet.

All children are treated as unique individuals and they are continually encouraged to make choices as a means of gaining confidence and boosting their self-esteem. Good use is made of 'our box of ideas' to encourage children to write down requests for future games and activities. Children's work is shown in abundance around the club's walls and staff use praise to support and encourage children's efforts. For example, one group of children were most enthusiastic as they were supported by staff in the design and construction of colourful dragons. A large white board was the focus of attention for children who enjoy practising their drawing skills. Some children prefer to play outdoors where a range of equipment and resources is available to support physical development and to promote exercise. As a result of the positive support provided at this club, children make high levels of progress towards their future development and well-being.

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
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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	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

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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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