

St James Primary Breakfast and Afterschool Club

Inspection report for early years provision

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Inspector	Edgar Hastings

Setting address	St. James C of E Primary School, Vicarage Road, HEREFORD, HR1 2QN
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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 James Breakfast and After School Club was registered in 2007. It operates from St James C of E Primary School in Hereford City which has access for adults or children who may have disabilities. A maximum of 30 children under the age of eight may attend the club at any one time, and there are currently 33 children on roll. The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

All children share access to an enclosed outdoor play area within the school grounds. Children attend from St James School only. The setting operates from 3.30pm to 6.00pm during school term time, with a breakfast club running from 7.45am to 8.45am daily. The club has facilities in place for supporting children with special educational needs and/or disabilities, and children who speak English as an additional language. Up to six members of staff work with the children, of whom four hold appropriate early years or playwork qualifications. The setting has close links with Fourways Nursery and with the host school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

St James Breakfast and After School Club ensures that the children who attend are well cared for and enjoy a wide variety of interesting activities. Children are developing well especially in their personal and social development and form good relationships with adults and other children. This is an inclusive setting where the needs of all the children are met well including those children who have special educational needs and/or disabilities, and those for whom English is an additional language. Relationships with parents are strong and the setting enjoys a very effective partnership with the school that supports children's learning and development well. A number of improvements have been made since the last inspection and the setting demonstrates that it has a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop procedures to assess the progress of the early years children in order to identify their next steps in learning.

The effectiveness of leadership and management of the early years provision

Since the previous inspection the manager has made a number of improvements that have raised the quality of the provision at St James Breakfast and After School Club. The recommendations made at that time have been addressed and now the

child protection policy contains all the required information on procedures, and the complaints policy is now also compliant. The very effective partnership with the school now enables the sharing of information about children's development that contributes well to their learning and welfare. It also enables the setting's staff to access and share training opportunities including the safeguarding of children to a recognised good standard. There is a keen desire on the part of the leaders to develop the provision further, and self-evaluation is being used effectively to identify those areas requiring further development. Plans are being drawn up to develop the outdoor provision to make it more suitable for the early years children, to provide more outdoor activities and to develop multi-sensory activities. The setting also works very closely with Fourways Nursery through the sharing of information and expertise about the Early Years Foundation Stage, and through joint activities that help to support the children from the locality.

A good range of resources support all areas of learning both inside and outdoors. The accommodation is all on the school's premises and offers a safe learning environment and multiple use of a classroom, hall, quiet room and an outdoor play area. These areas are used flexibly and contribute to the good progress children make. There is good provision to ensure the needs of all children are met through the inclusive ethos that regards all children as of equal importance. Children with special educational needs and/or disabilities and those for whom English is not their first language receive good support to ensure they are fully involved and able to participate in all aspects of the club. There is an effective emphasis on the recognition of society consisting of a range of people who come from other cultures, traditions and religions. Children engage in activities relating to a number of cultural and religious festivals including Diwali and the Chinese New Year through the making of diva lamps and a Chinese dragon. Resources reflect diversity through multicultural toys, dolls and costumes for the role play area. The school has a link with a school in Tanzania and the children enjoyed the opportunity of meeting the head teacher on her recent visit and learning about African children's experience of education and their lifestyle.

There are good safeguarding arrangements in place to ensure the safety and well being of all children. Strict vetting procedures are in place for all appointments and regular risk assessments are carried out to ensure resources and premises are safe for children to use. Staff are all trained in child protection and first aid, and good hygiene practices are in place to ensure the health of all children. Links with parents are strong because the setting communicates well with them, and seeks their views on ways to improve the club's provision through the use of questionnaires. Parents have every confidence in the setting because they say the staff know their children well, and keep them safe. They say the setting is well run and supervised and one parent said, 'I really can't fault it'.

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

It is very evident from the time the children enter the club that they are very comfortable with the routines and that they enjoy attending because they are provided with a good range of activities from which they can choose. Their

enjoyment is evident as they engage in play with their friends and show good levels of cooperation as they work together building with a construction kit and developing imaginative play. Others share a computer programme together and demonstrate good mouse control as they stretch and shrink pictures. Fine motor skills are developing well through opportunities to be creative with pastels and paints as they produce well-designed and colourful floral images. Other children choose to use pencils to draw pictures that illustrate aspects of their own imaginative thinking. Children talk confidently about their work, and have developed strong relationships with the staff who provide good support and engage in activities with them. The setting is well resourced and provides opportunities for children to develop their independence and to make their own choices. On occasions children will work alone but in most cases they prefer to join in with their friends and work harmoniously together.

Careful planning is carried out jointly by all staff to ensure the needs of children are met, and that a good balance of both child-initiated and adult-led activities are provided. Special activities are provided to recognise significant cultural or religious festivals such as Diwali or the Chinese New Year. A key person system is in operation, but currently there is no provision made to make assessments of the progress children in the early years make in order to plan the next steps in their learning. There is good provision for outdoor play and a good range of resources that engage children in regular physical activity. The accommodation is used well to meet all needs and to provide a good variety in the daily routines.

Children's welfare is addressed well with good hygiene practices and procedures to keep children healthy and free from infection, especially at snack time. Staff have been trained in food hygiene and in first aid. The regular provision of healthy snacks and breakfasts and regular exercise, including the 'Wake and Shake' activity, promotes the message of a healthy lifestyle effectively to the children. Themed breakfasts, such as the American Breakfast, and Book Week Breakfast, are very popular and have healthy ingredients. The children feel safe and secure in this setting because they are well cared for and follow the club rules about playing safely. They know what to do if they are required to evacuate the building in an emergency. The use of circle time enables children to voice any concerns they have about their own personal safety.

Children enjoy the activities provided for them and they make good progress in their personal and social development. This is very evident in the way they integrate and work and play together and in the strong relationships they have built with other children and adults. They show good levels of cooperation and take some responsibility for tidying equipment away. Their behaviour is good and they are developing a good range of skills that is preparing them well for the future.

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	1
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

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