

Schoolfriend Club at Christ the King RCPC

Inspection report for early years provision

Unique reference number

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Inspection date

29/06/2010

Inspector

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Setting address

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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

Schoolfriend Club is one of a large chain of out-of-School clubs. It opened in 2006 and operates from a freestanding prefabricated cabin in the grounds of Christ the King primary school in the borough of Islington. The Club also has use of the main hall and an ITC suite. Outside play area is available in the school playground. A maximum of 16 children under the age of eight years may attend at any one time. They care for children up to 11 years. Children attend from Christ the King primary school. The club is open each weekday from 3.00pm to 6.00pm term time only. The club employs three staff, the manager holds a suitable level 3 qualification, and one member of staff is qualified at Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This is a satisfactory after school club which provides a safe and secure environment in which the children are well looked after. The staff enjoy friendly relationships with the children. The change of accommodation has led to the children being able to access an excellent range of outdoor physical and social activity. The club does not have a systematic approach to delivering the Early Years Foundation Stage framework. The club recruits only pupils from the adjoining primary school, but welcomes children of all backgrounds and abilities. The manager is keen to implement measures to improve the club through providing more detailed record keeping, keeping up-to-date policies clearly available to parents, and building on the close relationship it has with the adjoining primary school to establish how best to help its children develop their learning and development skills. Through a process of self- evaluation, the club has started to examine what it needs to do to improve, thus demonstrating a satisfactory capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- Devise and display an up to date policy on child protection and procedures to be followed in the event of any concern. 31/07/2010

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

- Introduce a formalised approach to plan for and deliver the early years foundation stage for children in that age group, particularly in relation to literacy and numeracy.
- Develop systematic recording of children's progress in each of the six areas of learning and development.

- Liaise with the feeder primary school, note the current targets and levels of children attending the club, and keep up-to-date with their progress at school.
- Communicate regularly with parents to inform them of what the club is doing to help their children learn, and how their children are progressing.

The effectiveness of leadership and management of the early years provision

The club provides a very secure and safe environment, which is well resourced and caters well for the children's emotional and social needs. Safeguarding arrangements are fully in place, all members of staff have appropriate and enhanced checks to ensure their suitability for working with children. The staff are early years first aid trained, and have undergone child protection training. The system for registering the children on arrival is thorough and children are carefully checked out when collected by their parents or other nominated adult. The register accurately reflects the children's daily hours of attendance. Relationships between the staff and children are friendly and relaxed. The children are all very cheerful, and say that they greatly enjoy attending the club. Parents are made very welcome, one commenting that 'Parents are really happy with the after-school club'. The last inspection recommended that the club should support children's understanding about healthy eating through discussions, improve the fire notices, increase resources to support children's role play, climbing and riding, and ensure that information about the setting is easily available for parents to view. These have been largely addressed. The staff encourage the children to eat from a healthy range of fruit and vegetables, fire notices in the new club room are clearly visible, and the children enjoy ready access to an excellent range of climbing and activity equipment in the school grounds. Although information about the setting is clearly displayed, most of the policies are not displayed and easily accessible to parents. One other recommendation, to enhance the standard of hygiene and decoration in the boys' toilet area, has been resolved by the move to more suitable accommodation. Although the club has completed a process of self-evaluation, it is descriptive rather than evaluative of the club's strengths and what it needs to do to improve. Planning describes activities, but does not offer detail on how these activities will support and encourage the development of children in the Early Years Foundation Stage. The quality of care and enjoyment is accurately assessed, and records of development are kept, but these do not record in sufficient detail what the children learn and how they are progressing. There is good liaison with the feeder primary school, the club being kept well informed about matters affecting the children's welfare and personal development. However, this does not lead to information being shared in a constructive way to inform the club about the children's targets and levels. Thus there is no formal process of evaluation of how the club could add to the children's learning and overall academic development. Although many of the principles explicit in the framework are in place to help the children's social and emotional development as well as their good health and enjoyment, children are not given sufficient support to aid their academic development, particularly in literacy and numeracy.

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

Four children are currently at the Early Years Foundation Stage. They are keen to learn, and engage well with other children in the good general range of physical and social activities that the club is able to offer through its access to some excellent play equipment and the host school's planting areas. The club has not as yet, however, fully embraced the Early Years Foundation Stage requirements to aid their learning and personal development, limiting the opportunities to learn what would otherwise develop further the wide range of skills and learning that the early years framework offers. Although help is offered to children through its homework club, the help does not extend to supporting the children's development in writing and numeracy skills. The close proximity of the feeder school is helpful as a point of reference, where any matters of concern about a child's welfare might arise, but the liaison does not extend to identifying measures that could usefully be taken to broaden the range of activities that would help the children's learning. The children show a good sense of responsibility towards each other, and the older children are kind and considerate to the younger ones, including them in their games and other activities, and looking after them. The children's good relationships, maturity and friendliness to each other and to the staff demonstrate a good grounding in those attributes that help to form their future personal development. They are well prepared for making a positive contribution to the local community. The children are free to select from a variety of activities that match their own interests, and they are encouraged to use their own initiative whilst playing and taking part in games. They are provided with a good variety of recreational opportunities, including use of bikes and scooters, sports games, and handicrafts in which they can paint, design, and make displays featuring items such as lanterns and collages, and preparing cake mix and pizzas for cooking in the school kitchen. The outside area features a safe rubberised compound for physical play, slides and climbing frames, grassy areas, and the use of enclosed football courts. They therefore make items using a range of materials, as well as improving their physical skills during ball play, running and organised games. The children enjoy being at the setting, one boy saying that 'Sometimes I don't want to go home'. Parents are very pleased with the level of care, one parent commenting that her child 'Has gained so much here, I am tremendously impressed'.

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	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	3
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	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

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