

# St. John Fisher After/Before Club

Inspection report for early years provision

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**Unique reference number**

EY401394

**Inspection date**

12/07/2010

**Inspector**

Victoria Vasiliadis

**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**

St. John Fisher before and after school club was registered in 2009. It is owned by Special Treasures Childcare Ltd and is a Christian organisation. The club operates from within St. John Fisher Primary School, in the borough of Ealing.

The club is open to the children who attend the school. It is open Monday to Friday before school from 8am to 9am and after school from 3pm to 6pm, term-time only. The children have access to the large school hall and there is a secure outdoor play area.

There are currently two children on roll within the early years age range; children within the later years age range are also in attendance. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The children are settled, happy and content within the warm and welcoming environment. They are provided with a wide range of learning opportunities and experiences which complements their learning and development in relation to the Early Years Foundation Stage. The systems for self-evaluation are ongoing and the setting continues to work on areas for development to improve outcomes for children. Effective systems are in place to promote partnership working, this ensures that the children's welfare and learning needs are well met and consistency of care promoted. However, the setting continues to work on improving links with the school.

## **What steps need to be taken to improve provision further?**

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

- continue to strengthen links with the school in order to further enhance and complement children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

Children are well supervised and supported at their chosen activities as staff are suitably deployed, this ensures that they are cared for in a safe and secure environment. Risk assessments are routinely conducted to ensure that the premises are safe and children's exposure to potential hazards minimised. All of the legally required records, policies and procedures are in place to ensure the safe and efficient management of the setting. Staff have a clear working knowledge of safeguarding issues and are aware of the reporting procedures should they have

concerns about the children's welfare. There are robust systems in place to ensure that all adults working directly with the children are suitable to do so. All the relevant information required to confirm that the necessary checks have been completed are in place. Staff are not permitted to have unsupervised access to the children when checks are still pending. This ensures that children are safeguarded.

The team work well together and the nominated person/manager is a positive role model for staff. The setting shows a commitment to developing their service and there are effective systems in place to self-assess. The setting are able to identify areas for improvement and continue to work on this. For example, staff are encouraged to develop their knowledge further in relation to the Early Years Foundation Stage and to acquire relevant childcare qualifications. Consequently, outcomes for children will be improved. Discussions with parents reveal that they are very happy with the service offered.

The setting has effective systems in place that enable them to work well with parents and carers. For example, a parents' notice board is used to display useful information, such as activity plans and menus. Written policies and procedures are available for parents to access and information about the setting's registration are clearly displayed. Staff ensure that parents provide written information about their children's individual needs including any special educational needs. The nominated person/manager recognises the importance of working alongside other adults involved in the children's care and education. As a result, when children are collected from their classrooms information is exchanged. However, the setting continues to work on improving links with the school so that children's learning can be further enhanced and complemented. Appropriate children's records are maintained and relevant levels of consent are in place. This ensures that children's individual needs are identified and their welfare and safety promoted.

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

Children's health is well supported and they are beginning to learn the importance of healthy eating. The children are provided with healthy snacks, such as beans and carrots on toast which take account of any dietary requirements or allergies the children have. Staff talk to the children about the foods that are good for them and not so good for them. Children have access to a well resourced outdoor area where they develop their physical skills. For example, children enjoy playing football and practising their balancing and climbing skills.

The children are cared for in a safe and secure environment and are learning the importance of how to keep safe. For example, children know what to do in the event of a fire because they routinely practise the evacuation procedures and discussions take place about what they should do if they hear the alarm. Children are reminded not to run whilst inside as they may hurt themselves. Children's behaviour is managed in a calm and sensitive manner by staff who set clear, reasonable and consistent limits which help children to play and work feeling safe and secure. Children are given lots of praise and encouragement for their efforts and achievements which promotes their self-esteem and confidence.

Children are allocated a key person which contributes to making them feel settled, secure and confident within the setting. Children have opportunities to learn about their own cultures as the setting celebrates Christian festivals, such as Christmas and Easter. They also acknowledge festivals, such as Passover, Ramadan and Diwali, in order to increase children's understanding of other people's customs and cultures. Children learn about the wider world as projects take place such as flag making and creative activities about people from around the world. The setting works with the parents and carers to find out any key words in the child's home language if they have English as an additional language. This enables staff to communicate with the children and helps children to feel included and valued.

Children are encouraged to complete their own 'all about me forms' and if necessary the older children or staff will assist the children in completing this task. These forms hold information about what languages are spoken by the children, their likes and dislikes, things that they find difficult to do and their interests. This information is used as part of the observation and assessment process and contributes to planning for the individual interests of the children. The children are provided with a balance of child-led and adult-led activities. Children are free to make choices in their play and can play inside or outside.

Children have access to a good range of activities, resources and equipment. For example, children take great delight in reading the story of 'The hungry caterpillar' and then making the different food items using modelling clay. They also enjoy constructing models from building materials and reading stories to each other. Older children act as positive role models to the younger children. For example, an older child sat with a younger child and helped her to read a story to her peers.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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