

St Helens After School Club

Inspection report for early years provision

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Inspection date	20/07/2010
Inspector	Yvonne Campbell
Setting address	St. Helens C of E Primary School, Greenhill, Alveston, BRISTOL, BS35 2QX
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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 Helen's After School Club was registered in 2010. It is owned and managed by an individual who is a sole trader. The club operates from the premises of St. Helen's Church of England Primary School in Alveston, South Gloucestershire. Children who use the club attend the school. They have access to several areas: the school hall; the information technology suite; toilets and hand washing areas; and a kitchenette adjacent to the hall. Children also have access to the fully enclosed playground and playing fields. They attend the club from the age of four to 11 years old. The setting is registered with Ofsted on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register.

The setting operates during school term time only. Opening times are Monday to Thursday from 3.30pm to 6.00pm. A maximum of 26 children may attend the club at any one time. There are currently 24 children on roll. Of these, two are in the early years age group. Five members of staff work directly with children. Of these, two including the manager have Level 3 qualifications and another is a trainee teacher. The registered person/owner is a qualified teacher who works closely with the school's management team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and relaxed at the afterschool club at the end of the school day. Younger children flourish in the familiar and welcoming atmosphere of this friendly school. Staff ensure that each child is purposefully occupied and has access to a balanced range of enjoyable activities to support their development in the Early Years Foundation Stage. Children are kept safe by an effective system of risk assessments. Staff make sure that children are aware of boundaries to maintain their safety. Close working partnerships with parents have been established and there is also excellent collaboration between staff and the school professionals. This ensures that children's welfare, and also learning needs are met to a high standard through the sharing of all relevant plans and information. The owner of the club has evaluated their practice using the online document provided by the regulator. She is working towards increasing the number of trained staff so the club can meet the demand to operate for the full week, including Fridays.

What steps need to be taken to improve provision further?

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

- improve resources that encourage children to value and respect others and provide access to material with positive images of disability.

The effectiveness of leadership and management of the early years provision

Children are kept safe from the risk of abuse as the owner and manager have comprehensive understanding of the safeguarding children procedures. All staff have completed criminal records checks and a system is in place to review checks on a regular basis. Good conduct information is obtained about staff that have lived abroad so that the checks agencies have all the relevant information to make the correct assessment of safety. Regular safeguarding training is completed by senior staff and new information is shared so that all are kept up to date with the procedures to follow in the event they are concerned a child may have suffered abuse.

Staff have evaluated their practice in several ways including issuing parents questionnaires to invite comments on the service provided. Parents say that the new afterschool club meets their children's needs well and some state that attending the club has had a positive impact on their children's social development leading to an increase in confidence when playing alongside others. Staff provide a wide range of resources suitable for use by children in the early years age group and children choose to play individually or with their older peers.

Play material includes items with positive images of culture, such as books and dolls with different skin tones. Staff also support children's understanding of difference by offering activities that acknowledge different cultural festivals. However, children do not have access to material with positive images of disability and this may impact on their understanding of the types of people who live in the wider community.

Systems are in place to formally share and review the learning progress made by children. Staff are very proactive in engaging with and working alongside the primary providers of the Early Years Foundation Stage. Liaison meetings are arranged with teachers and ways of supporting individual learning needs are identified with some set aims. Children's good health and wellbeing is highly promoted. Staff work together with the school to ensure essential information about children's medical needs and emergency medical procedures that may be required are shared. Staff also have suitable training and written instruction from parents and they are able to carry out stated emergency life saving procedures competently if necessary.

Staff work closely with the school's management team who offer practical support and show keen interest in the continuing success of the club in meeting the needs of children and parents.

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

The available space in the hall is used well enabling children to move around freely and self select the material they want to play with. They play individually and also

in spontaneous groups. Children enjoy working with others to develop creative imaginary play. They act out scenarios such as going to the vet or to shops, and recall their understanding and experiences of these events. Children work together well to talk through their plans and negotiate the roles each should take. Early years children benefit from playing and sharing ideas with older children who are instinctively aware that younger children should contribute and that the level of tasks must not be too difficult for them to achieve. Staff support children and make appropriate comments to help them to develop their play. Numeracy and problem solving is supported by the use of toy currency and a cash register. Children also play board games that involve the use of numbers.

Children show a growing interest in the use of information technology equipment. They are learning about some uses of the internet. For example, they enjoy going on to sites which give information about where they live and also other places in the wider world. Use of computers in the club consolidates the skills children are developing at school and also at home. Children's learning and development is monitored and assessed. A key worker system is in place and early years children have play and development records.

Children's dietary needs are met so they enjoy healthy and satisfying snacks. They choose from a selection of fresh fruit and may also have toast with the choice of spreads. Water is available to children at all times and staff encourage children to be aware of the needs of their bodies and to drink more during warm weather. Children with food allergies are kept safe from ingesting any foods harmful or life threatening. Staff ensure that they do not have foods that are harmful to children on the menu and emergency medication is kept in a safe accessible place.

The risk assessment procedures are thorough and well thought through. The documents are completed with the head teacher so there is shared awareness of risk and the control measures that are in place to keep children safe when attending the afterschool club. This includes making sure the building is secured and parents ring to gain entrance when collecting their children.

Children behave very well and show respect to one another and to adults. Staff make sure children feel valued as they are able to contribute to how the club is run. They asks their opinions on what is offered and children help to develop the ground rules. Children are aware of the club rules for maintaining safety, such as walking instead of running in the hall and staying away from the gate when playing outdoors. Staff share behaviour management methods with parents. There is continuity of approach to minor incidents of unacceptable behaviour and issues are quickly resolved.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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