



St John Fisher R.C. Out of School Club

Inspection report for early years provision

Unique Reference Number	EY236728
Inspection date	02 December 2005
Inspector	Pauline Nazarkardeh
Setting Address	St John Fisher R.C. School, Melrose Road, Pinner, Middlesex, HA5 5RA
Telephone number	0208 8682961
E-mail	st.john.fisher.sch@harrow.gov.uk
Registered person	St John Fisher R.C. School
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

St. John Fisher out of School Club opened in 2002. The club operates from St. John Fisher School. The school is located in a quiet no through road in Pinner in the borough of Harrow. It is close to local amenities and is well served by public transport links. A maximum of 24 children aged from 5 years to under 8 years may attend at any one time.

The club provides before and after school care. Hours of operation are from 7:45 to 8:45 and 15:15 to 18:00. The club opens 5 days a week in term time. The club operates mainly from the small hall but can access a range of school facilities

including the Information and Communication Technology (ICT) suite. There is a fully enclosed playground for physical play.

There are currently 77 children on roll, with children attending various sessions. The school supports a number of children who speak English as an additional Language. A total of 12 staff work with the children, during the morning and after school clubs.

The setting receives support from the local Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health within the Out of School Club is thoroughly supported by the staff team who have very good knowledge of the club's health and hygiene procedures. The children have an excellent knowledge as to why hygiene is important and they wash their hands before snacks. Very good hygiene practice is in place with tables being cleaned before and after food is eaten. All accidents are recorded correctly, and parents' signatures are obtained. The staff are capable and knowledgeable in dealing with accidents and four of the staff are trained in first aid. This ensures that children are very well cared for.

Children have excellent opportunities to enjoy vigorous exercise which promotes their physical development. They are involved in making decisions about how to develop physical play by being involved in ordering new equipment. They play in the large school playground and participate in the indoor programme of events e.g. dance.

Children's individual dietary needs are well met, snacks are provided by the parents and the staff are aware of children's special dietary requirements. Children have a growing knowledge of the importance of healthy eating. The setting promotes the school's healthy eating scheme e.g. offering children who have forgotten their snack fruit or vegetables. Drinking water is readily available and children independently help themselves.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean well maintained environment. The organisation of good quality toys and resources means that children can move around comfortably and safely. They make independent choices in their play as equipment is easily accessible. Appropriate furniture and child size tables and chairs are available.

The setting is very well organised, the staff, children and parents are very familiar with the routine. Staff give high priority to making sure children are well supervised. There are clear safety measures in place to protect children; such as fire evacuation procedures and staff knowledge of risk assessment. The open door policy to parents

for collecting their children from the setting at the end of the day does not protect children from the risk of intruders.

Children's welfare is well protected because the play leaders and staff have sound knowledge and understanding of their roles and responsibilities in relation to child protection. They are confident in the reporting procedures and a comprehensive child protection policy is in place to support their practice.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are happy and secure within the environment because they are familiar with the routines and have superb relationships with staff and their peers. There is an excellent range of toys and games for children of varying ages. Activities and resources are planned to meet individual needs and well presented to the children when they arrive. The children have excellent opportunities to make choices from indoor or outdoor play and from a wide selection of equipment stored on benches on the side of the hall.

The hall is very well organised, with designated areas for organised activities and children's own choices. Comfortable soft furnishings and bean bags are provided in the book and TV area for children wishing to rest or relax quietly. Children can also access other school resources for example, they use the Information Technology (IT) suite, showing independence as they log on using their own passwords and use printing facilities to produce a record of what they have done.

Children are chatty and confident; staff provide them with excellent support and lots of one-to-one attention. For example a member of staff sits with a small group of children at an art activity. They talk about their day and go on to choose the figures for the nativity scene they are making. During the conversation children adapt the activity involving the member of staff who encourages the children's thinking and makes mental notes of additional resources needed to cater for the changes. Children are engrossed and excited by the activities offered but are not forced to produce an end product. Children proudly talk about what they have done e.g. wax paintings and show off their achievements to adults.

Children enjoy warm and caring relationships with staff, who speak fondly to the children and talk about fun activities the children have participated in. Children engage others in their games e.g. table top football and board games. They take great delight in proudly talking about what they are doing to the adults present.

Helping children make a positive contribution

The provision is outstanding.

Children are very confident and have high self-esteem. They are extremely content and happy because the staff know them very well and they are able to meet their individual needs effectively. Children are highly respected by staff who always put

their needs first and this is reciprocated by the children.

Children have very good opportunities to find out about their own culture and beliefs and those of other people. They have access to a range of toys, activities which promote equal opportunities such as, at registration saying hello in their home language and listening to different types of music.

Behaviour is excellent as children know what is expected of them. Staff provide consistent boundaries and children are very kind and considerate towards each other. Staff speak calmly and quietly to children and use positive strategies to reinforce appropriate behaviour. Relationships are excellent at all levels.

Children of all abilities are welcomed into the setting. Staff are able to identify concerns relating to children's development and have procedures in place to support their work. The staff work with other professionals within the school to ensure children's individual needs are well catered for.

Relationships with parents are friendly and staff are committed to the partnership which is well established. Information is obtained from parents to ensure that their children are cared for according to their parents' wishes. Parents come into the setting and talk to the staff on a daily basis. Staff provide ongoing information about the children's routine, activities and achievements. Daily verbal communication systems keep parents involved and well informed about their children's time at the club.

Organisation

The organisation is good.

Children benefit immensely from the good team work and the very well organised environment in the after school club. All staff are carefully vetted to ensure children's safety. All the current play leaders hold a recognised qualification, however children would benefit if more of the staff had opportunities to update and develop their practice by obtaining qualifications.

The club has appropriate space to allow children to move around freely and comfortably both indoors and outside, appropriate adult to child ratios are maintained which means children are well supported.

Detailed policies and procedures are in place to support practice. Staff are fully aware of their roles and responsibilities and work well together. As a result children's welfare and individual needs are well met.

Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection the setting was asked to implement an action plan that sets out how staff would gain recognised qualifications. All managers now in post

hold recognised qualifications. The setting also has two qualified staff members and systems in place for two others to gain a recognised qualification.

The setting was also asked to make improvements to staff and children's registers. There is now a clear system in place to register children and staff attendance. As a result of these improvements children's care and wellbeing are supported

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- put into place an assessment to minimize the risk to children from intruders
- continue to develop ways of recruiting qualified staff or providing training for existing staff

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk