

St Georges Afterschool Club

Inspection report for early years provision

Unique reference number

EY408035

Inspection date

14/09/2010

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

St George's After School Club was registering in February, 2010 and is run by a private company who runs several other childcare provisions in the area. It operates from St George's Primary School in Bridgwater, Somerset where children have use of a base area, the main hall, computer suite and designated classrooms, as well as the school's outdoor facilities. All areas accessed by the children are on one level.

The group is registered on the Early Years Register and both parts of the Childcare Register for a maximum of 24 children under eight years old. Currently, there are 29 children on roll; two of whom are in the early years age range. Children from the school attend aged from four to 11 years. The group supports children with special educational needs and/ or disabilities; and for whom English is an additional language. The club operates from 8.00 until 9.00am and from 3.15 until 6pm, Monday to Friday, term time only.

The group employs two members of staff; both of whom have level two or above early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the setting as good relationships have been established with two consistent and friendly members of staff. Effective use is made of the base room to ensure children have a good sense of belonging for instance, photographs adorn the walls making this a welcoming environment. Children's welfare is promoted well and they make good progress in their learning and development. Positive links have been established with parents, the school and other early years professionals to ensure continuity in children's care, learning and development. The team are taking appropriate steps to monitor the provision and have sound understanding of the actions they need to take to improve outcomes for children in the future.

What steps need to be taken to improve provision further?

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

- develop assessment arrangements to ensure children's progress is clearly identified in relation to learning and development requirements
- develop further established systems to include all places visited on risk assessment.

The effectiveness of leadership and management of the early years provision

Staff ensure children's welfare is safeguarded. Rigorous systems have been established to ensure suitability and qualification all adults looking after children. Staff have good understanding of child protection issues and the manager has attended relevant training to ensure children's welfare. A comprehensive policy is fully understood and implemented by staff. Comprehensive risk assessments had been established for all areas used by the children to ensure a safe and secure environment. Robust systems are in place to ensure the safe collection of the children through clear documentation records.

A fully inclusive environment is provided by staff who have good understanding of children's individual requirements through discussions with parents, teachers and other early years professionals. Positive and caring relationships are established with the children and staff spend time with the children during their settling period to ensure they are aware of their interests for instance, what they enjoy playing with, to ensure they are valued and respected as individuals. Children have a good sense of belonging. For example, each child has an individual scrapbook and folder to store their creations. Strong links with the school ensure continuity in children's care, learning and development. Parents receive relevant information about the setting for instance, policies and procedures are readily available. They are well informed about their child's progress for instance, information is readily shared at collection.

Staff are committed to ongoing training and access relevant courses when they become available. They work well as a team to monitor the provision and have good understanding of their strengths which they identify as developing children's independence and providing children with a balance of experiences. They have good understanding of the improvements they wish to make in relation to the impact they will have on the children. For example, developing the learning environment so that children can be more focused on their learning without interruption.

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

Children engage in a broad and varied range of experiences. Staff encourage children to make independent choices. For example, during registration children are encouraged to discuss their preferences and therefore contribute to their own learning. Children enjoy their active play and staff ensure that games such as, dodge ball, are carried out in a safe environment where all children are clear about the rules of the game, expectations and boundaries. Children are very inventive and enjoy devising their own games. For example, using available resources to create an alternative game showing great imagination. The children show great pride in their accomplishments.

Staff develop good relationships with the children and are aware of their

individuality. For instance, when the children first start with them they complete 'all about me' proformas which includes information from the child about their favourite things and interests. Planning of activities involve children's interests and they are able to add their ideas to the flexible format. Staff make pertinent observations of the activities children engage in supporting them with examples of children's creations or annotated photographs. However, systems to clearly identify children's progression have not been fully implemented with regard to using the learning and development guidance.

Children are cared for in a safe and secure environment where access to the provision is fully monitored through the use of a visitor's record and vigilant staff. Children become fully aware of their own safety for example, they are aware of the importance of wearing high visibility vests when on outings. Staff have ensured that outings have been fully risk assessed and that appropriate equipment and checklists are taken. Although the final destinations such as, the park, have been visually checked these are not included on written assessments. Children are aware of evacuation procedures and participate in drills on a regular basis.

Systems have been established to ensure that medication, accidents and incidents are routinely recorded and promptly shared with parents.

Hygienic routines are being established with the children and, with reminders, they wash their hands appropriately before eating. They are introduced to healthy eating through topics and gardening activities. Independence is fully encouraged and children enjoy using tools for a purpose when they spread margarine on their toast or prepare pizzas for their tea. Children remain hydrated as drinks are accessible and are frequently offered to the children for instance, after physical activities.

Children's behaviour is very good and close and caring relationships have been established. Children enjoy helping with activities such as, washing up after tea and rewarded through a smiley face chart and certificate for their achievements. Consistent behaviour management strategies ensure that children are fully aware of expectations and boundaries. Children are engaged and active and there are few opportunities for them to become bored and disinterested. Consequently, outcomes for children are good.

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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