

St. Michael's Out of School Club

Inspection report for early years provision

Unique reference number	501971
Inspection date	09/09/2010
Inspector	Nell Banfield
Setting address	St. Michaels RC Primary School, Ribble Drive, Whitefield, Manchester, Lancashire, M45 8NJ
Telephone number	0161 766 6628
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St. Michael's Out of School Club opened in September 2001. It operates from the school hall and two adjacent rooms within St. Michael's Primary School, Whitefield. The adjacent outdoor area is available for outdoor play. A maximum of 40 children aged under eight years may attend the setting at any one time. The setting currently takes children from three years of age to eight years of age. It is open Monday to Friday from 7.55am to 8.55am and from 3.30pm to 5.30pm during term time.

There are currently 38 children on roll. Of these, 38 are under eight years and 13 are within the early years age range. The setting supports children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. Of these, three hold an appropriate level 3 qualification in early years or play work, one holds a recognised level 2 qualification and one is working towards a recognised qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children attending the club learn and develop sufficiently from the activities and support provided and staff ensure that all children's needs are suitably met. Staff ensure that children are safe and show respect and consideration for themselves and others. Good engagement with parents and carers ensures they feel confident that their child will enjoy each session. However, partnerships with other providers of the Early Years Foundation Stage are not yet sufficiently developed to ensure continuity of care and progression in children's learning and development. All areas for improvement from the last inspection have been effectively addressed. Leaders and staff are enthusiastic and identify further improvements. The club shows satisfactory capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop partnerships between the school and other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care by sharing information about children's learning and development
- develop the resources and experiences which reflect different life styles, cultures and roles, to extend the children's understanding of diversity.

The effectiveness of leadership and management of the early years provision

Children are well supervised at all times with robust arrangements made for registering children's arrival, attendance, and leaving the club. Access to and safety of the site are very well managed and staff are vigilant in supervising the snack and breakfast area. The safety of equipment and accommodation is checked daily. Staff are fully aware of their responsibilities in recognising and acting upon any risks to welfare. Records of staff checks and qualifications are rigorous. Staff attend relevant training and recognise the benefit in improving their skills and knowledge. Risk assessments, attendance records and policies ensure that all requirements are met. Procedures and policies are in place to ensure the children's safety and enjoyment in the club and resources are used imaginatively and appropriately to make the most of the accommodation.

Self-evaluation is satisfactory. Leaders and staff are motivated to begin to identify additional ways of recording activities to evaluate and improve the provision and to continue to improve outcomes for children. Currently, limited information is shared with the host school and other providers of the Early Years Foundation Stage and this prevents effective continuity of care and learning and development for the children. Staff are currently exploring ways of sharing information to support the children's learning and development more effectively. Relationships and communication with parents and carers are good and parents receive information about the setting and their child's development. Parents speak highly of the staff commitment to their child and the ease with which their child settles. All children are welcome with training in place for staff to ensure that any special educational needs or individual needs are fully met.

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

Children are cared for in a spacious, bright and welcoming area and staff know each child well. They enjoy their time in the club and quickly settle to their chosen activity on arrival. Children choose from a range of well-organised activities and make satisfactory progress in their learning and development. Planning ensures that the schedule of activities is rotated so that children can learn and develop a variety of skills. Children read, colour and draw, play with construction equipment and use models and dolls for imaginative play. They share ideas to complete drawings, arrange dinosaur toys to create a fantasy world, or lie quietly with a book or share a story with an adult or friend on cushions and mats. Staff support quiet play and homework in the adjacent smaller rooms. They give undivided attention to children to share their interests and activities and introduce new resources to extend skills and confidence, such as trying new games. Children show a developing interest in reading and a range of books is available at every session. One boy developed his interest in and understanding of the characters and roles in *Sleeping Beauty* by questioning a member of staff and a group of girls read to each other independently. However, there is limited reflection of diverse roles and cultures in the books available. Children enjoy art and craft activity, for

example, threading different sizes of beads and pom poms to make models and measuring the lengths needed to ensure the models are in proportion.

Children's personal development is promoted well. Staff engage children in conversation and share questions and observations to promote their language skills. Children talk confidently and politely to adults and to each other about their families, their likes and dislikes, their observations and thoughts. Events are arranged which offer children the chance to learn about different cultures and taste different foods, although currently these are limited. Children happily use the outdoor areas to climb the new climbing frame, run, explore the extensive outdoor area and use the range of equipment such as seesaws and small bicycles. One boy was able to climb a section previously too high through staff encouragement to stretch just that bit further.

Safety is promoted through a range of activities and discussions and children say they feel safe in making choices and in asking staff for help. The extent to which children adopt healthy lifestyles is good. Children choose from a range of healthy and interesting breakfast options and snacks, and know which foods will keep them healthy and help them to grow. They follow good hygiene routines and know that they need to wash their hands before and after eating, and after using the toilet.

Children are encouraged to contribute their thoughts and ideas. For example, they take part in deciding the following week's menu for the after school club and are supported in making healthy choices which are displayed in a formal menu along with their work. They develop confidence by identifying new and different resources for the club and older children help younger ones to practise skills and enjoy activities. The children have good relationships with each other, play well together and share and take turns.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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