

St Annes After School Club

Inspection report for early years provision

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16/09/2010

Inspector

Fiona Robinson

Setting address

St. Annes C of E Primary School, School Road, Oldland
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Telephone number

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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 Anne's After School Club opened in 2005. It operates from an allocated classroom in St Anne's Church of England Primary School, which is located in the village of Oldland Common, South Gloucestershire. It serves the children who attend the school and is managed by a committee of parents and governors. There is ramped disability access to the building.

A maximum of 24 children aged four to eight years may attend the club at any one time. Older children may attend up to the age of 11 years. There are currently 60 children on roll who attend on various days, of whom 10 are under five years. The club opens each weekday from 3.25pm to 5.45pm during term time and the summer holidays. Children have access to several enclosed outdoor play areas, including a sensory garden, conservation area, playing field and playground. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is provision for children with special educational needs and/or disabilities.

The club employs eight members of staff. Most have appropriate early years qualifications and two are working towards this.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision at St Anne's After School Club is outstanding. Children are very keen and enthusiastic to participate in an excellent range of indoor and outdoor activities. The staff team are very effective at promoting the children's welfare and all children feel highly valued and fully included in activities. Partnerships with parents and the host school are outstanding and information is shared very effectively. The manager and staff have a very clear, comprehensive knowledge of the setting's strengths and areas for improvement and demonstrate an excellent commitment to continued improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- explore ways of refining the recording of planning.

The effectiveness of leadership and management of the early years provision

Children's safety is protected very well, because staff have an excellent awareness of safeguarding and child protection issues. Comprehensive policies and procedures are fully implemented to ensure that children are kept safe. They are

very well-supervised indoors and outdoors. Risk assessments are carried out daily to ensure that the environment is kept safe. Regular fire drills are practised in keeping with school procedures and staff and children are familiar with the procedures for evacuating the building in an emergency. Security is given a high priority and collection procedures are robust and followed carefully by parents and carers. Children play with a wide range of equipment that is safe and suitable for their age. Rigorous recruitment and vetting procedures ensure that adults working or having contact with the children are suitable. They are cared for in a well maintained and safe environment.

Partnerships with the host school are outstanding and staff work hard to ensure a smooth transition to and from the club. The club benefits from the indoor and outdoor environments including the hall, sensory garden and playground. Partnerships with parents and carers are excellent and their views are listened to and acted on. They say their children enjoy attending the club, because staff are friendly and caring and they are offered an interesting range of fun activities. Staff share information very effectively through comprehensive newsletters, the parent notice board and discussion. Key staff share excellent information concerning the youngest children's achievements and progress. Photographic records enrich their learning journals and are very much appreciated by parents.

The club is very well-led and managed. The manager and staff meet regularly as a team to discuss themes, activities, assessment and areas for improvement. Excellent progress has been made in addressing the recommendations of the previous inspection. There is an excellent awareness of the club's strengths and areas for improvement. Teamwork is strong and the manager and staff regularly monitor activities. Continuous reflective discussion and evaluation takes place and the views of parents and children are highly valued. Staff work very well as a team and there is an excellent shared commitment to develop the setting. There is excellent involvement of children in indoor and outdoor play and staff actively promote equality and diversity in the setting. There is regular appraisal of staff and continuous professional development is highly valued and knowledge shared. Great care and sensitivity is shown towards children with special educational needs and/or disabilities. Overall, very effective use is made of a wide range of resources to meet the needs of the children. Staff are exploring ways of refining and improving the recording and planning sheets for daily activities. Overall, the manager and staff of the club demonstrate an excellent capacity for improvement.

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

There is very well organised, safe and purposeful indoor and outdoor play for children. Activities are stimulating and the environment helps children have fun. They experience excellent continuity of care through the key worker system. They achieve very well across all areas of learning, as evidenced in their learning journals. Staff have a comprehensive understanding of the children's interests and build these into the activities. They are developing better ways of recording the activities and resources used at the after school club.

Children's behaviour is outstanding because staff are excellent role models with very high expectations. Children are very polite, friendly and are aware of the boundaries. They show respect to staff and one another. They have a full understanding of the rules of the club and cooperate very well with their peers in small groups. They show great care for their environment and are aware of issues such as recycling. They make a positive contribution to this with responsibility for looking after the compost bin. They take turns, share play resources and make independent choices.

Children's health is promoted very well through healthy eating and physical exercise. They develop an excellent understanding of keeping healthy and safe. They explore the tastes of a wide range of different foods at snack times. They grow their own vegetables such as potatoes, pumpkins and courgettes and enjoy making these into soup. They enjoy picking blackberries from the school field and making blackberry and apple crumble. They make healthy choices at snack time, such as selecting healthy toppings for their pizzas. They also benefit from safety talks and learn to use tools safely in creative activities such as model-making. They enjoy exploring the physical and climbing areas in the outdoor environment and playing football, dodge ball and cricket on the playground and field. They confidently ride their pedalled vehicles and exercise on their scooters.

Children enjoy coming to the club and achieve very well in their activities. Their creative skills are developed very well through role play in the hairdresser's shop, painting and craft activities. They enjoy making models of aircraft and cars. They enjoy painting and collage work based on themes such as the circus, pirates, Italy, China and Japan. They are keen to build dens indoors and outdoors and enjoy going on bug hunts. They develop an excellent understanding of the world beyond their own and skilfully tackle problem-solving activities and take part in quizzes. Personal development and social skills are promoted very well through parachute games. They are very keen to learn about festivals and customs such as Diwali, Christmas and the Chinese New Year. They also learn about life in other countries such as Japan and Egypt and enjoy food tasting experiences, dancing and craftwork associated with these. They enjoy performing for one another and especially enjoyed the recent 'St Anne's Has Got Talent' competition. Overall, children develop their independence very well and are excellently prepared for life outside the school day, and future learning experiences.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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