

St Mary & St Michael Before/After School Club

Inspection report for early years provision

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Inspection date	12/10/2010
Inspector	Andrea Paulson
Setting address	St. Marys RC School, Castle Lane, Garstang, PRESTON, PR3 1RB
Telephone number	07772 311168
Email	jane-lynda@discoveryvine.wanadoo.co.uk
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 Mary & St Michael Before/After School Club and is one of six out of school provisions run by Discovery Vine Ltd. It opened under this registration in 2007 and operates from the main and smaller room on the ground floor of the parish centre in Garstang. Children share access to a secure enclosed outdoor play area and the school field. The club is open on Tuesday, Wednesday and Thursday each week from 3.15pm to 5.45pm during term time. A maximum of 20 children from St Mary and St Michael RC Primary School may attend. There are 23 children aged from four to under eight years on roll, including five in the early years age group. The club also provides care for children over eight and supports children with special educational needs and/or disabilities, and for whom English is an additional language. The club employs four regular members of staff, half of whom hold Level 3 early years qualifications. The club receives support from the local authority. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make good progress as they keenly participate in this inclusive setting where there are some sound practices and interesting activities. Staff know children well and meet their individual needs through an effective level of interaction. Children are kept safe and healthy through the mainly consistent implementation of comprehensive policies and procedures. The partnership with the school is good and this contributes to the continuity of children's welfare and learning. Some information is shared with parents. Developments planned for the club demonstrate the effectiveness of the setting's self-evaluation and capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain a regular two-way flow of information with parents so that parents can contribute to their child's learning and development
- carry out regular evacuation drills and record the details in a fire log book of any problems encountered and how they were resolved
- develop outdoor play and access to information technology to provide more challenging experiences for all children.

The effectiveness of leadership and management of the early years provision

Procedures ensure that staff are suitably vetted. Knowledgeable staff implement the comprehensive, inclusive policies and procedures which safeguard children.

Risk assessments resolve hazards to keep children safe indoors and outdoors. Fire drills are not frequent enough to ensure that children are sufficiently familiar with the routine to keep themselves safe in an emergency. Improvements have been made which enhance the club and create a colourful, welcoming environment which demonstrates the hard work and commitment of the staff. Self-evaluation is in place and identifies areas for continuous improvement, such as creating a garden. Recording systems are satisfactory and organised.

Two adjoining playrooms are organised to provide a satisfactory range of easily accessible play areas. Imaginative and challenging activities are often planned which are linked to topics, such as 'the farm'. The premises are set out for children to choose physical and quiet play according to their individual need. Outdoor play areas include the playground and the school field so that children enjoy much fresh air and exercise. The outdoor experiences, though, lack sufficient challenge. Some resources are available for children to further develop skills in information technology, although children do not have regular access to them. Staff are well organised, efficient and alert while supervising indoor and outdoor play. They work well as a team in maintaining a familiar, flexible routine to enable children to settle.

Partnership with the school is good, with a secure handover routine and good communication between school and club staff. The close liaison significantly contributes towards the continuity of children's welfare and learning. However, children's progress is not sufficiently shared with parents to further enhance this continuity. Parents, though, have access to much information about the club and chat informally with staff. Parental feedback is positive with comments about how much the children enjoy the club, how hard the staff work and the fun activities provided.

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

Staff members have sound understanding of the Early Years Foundation Stage and plan activities to include all the areas of learning. They record observations to track children's progress and provide support when needed and children's achievement is good. A key-worker system is established to ensure individual needs are met. Staff create an enjoyable experience for children at the club as they evaluate activities, take pride in their work, are good role models and make an efficient team. Children, therefore, grow in confidence as their ideas and achievements are valued. They behave as they follow the club rules, help each other and interact with staff freely.

Children benefit from interesting, theme-based activities. They are engrossed as they design Indian welcome messages and build model wigwams during 'wild west' activities. The well-planned activities are sufficiently resourced and children are proud to show their work, such as potato prints. Many of the colourful displays are made by children, so making them feel valued and part of their club. Children confirm they are happy and staff build on their interests, so promoting self-esteem and involvement with the club. They learn about cultural diversity as they enjoy

resources and activities that reflect the wider world, such as making chapattis.

Children learn about healthy lifestyles through regular play outdoors. They make displays which illustrate healthy foods and recognise some nutritious foods as they make their own soup. Children develop awareness of health and hygiene through consistent practices. They feel safe in a secure, maintained environment. Established routines, such as the signing out procedure and the consistent monitoring of the club entrance help children feel safe. Personal safety is promoted as they use resources responsibly. Children's future skills develop as they increase in confidence, learn social skills, progress in their learning and contribute positively to the club, although their lack of access to information technology affects their basic skill development whilst at the club.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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