

Busy Living @ St Josephs After School Team

Inspection report for early years provision

Unique reference number	EY409504
Inspection date	04/11/2010
Inspector	Jennifer Devine
Setting address	St. Josephs RC Combined School, Priory Road, Chalfont St. Peter, GERRARDS CROSS, Buckinghamshire, SL9 8SB
Telephone number	01753887743
Email	
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

Busy Living @ St Josephs After School Team registered in 2010. It operates from St Josephs Roman Catholic combined school in Chalfont St Peter, in Buckinghamshire. A maximum of 26 children may attend at any one time, of whom no more than 10 may be under five years. There are currently 93 children on roll, of whom nine children are in the early years age range. The breakfast club is open each weekday from 7.45am to 8.45am and the out of school club is open from 3.00pm until 6.00pm during term time. The setting also operates a holiday play scheme during most of the school holidays. A maximum of 40 children may attend the play scheme, which operates from 8.00am until 6.00pm, Monday to Friday. All children share access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register and 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 are happy and settled and enjoy their time at the out of school club. They share good relationships with the staff who have built up a good overall understanding of each child's individual needs and interests.

Children are provided with a variety of activities and resources to keep them motivated and eager to continue learning, after a busy day at school. Although self-evaluation processes are in their infancy the manager has some ideas for making improvements in the club and demonstrated they have a satisfactory capacity to make further improvements to benefit the children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure all records are easily accessible and available for inspection by Ofsted
- 26/11/2010

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

- develop effective systems for monitoring and evaluating the provision to identify and address any areas for development

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded as the staff have a good knowledge of child abuse and understand the reporting procedures to follow, if they were concerned about a child. Robust recruitment procedures are in place which ensures all adults working with the children are suitably checked.

Staff are deployed appropriately to ensure children's safety and well-being at all times. Comprehensive risk assessments are in place for the premises and outdoor areas to ensure any hazards are identified and eliminated. Children in the Early Years Foundation Stage are collected by the staff from their classrooms at the end of the school day and escorted to the club. Children's attendance is recorded as they arrive and parents sign their children out in the evening, recording the time of departure. The required documentation, policies and procedures are in place; however some documentation is not held at the setting and available for inspection. This is a breach of requirements.

The management team meet regularly to discuss improvements, but systems to monitor and self-evaluate the provision are in early stages and do not yet identify areas for improvements. However, through discussion the manager can identify areas to improve and has begun to identify staff training needs.

Information about children's individual needs and interests is included on the entry profile and this helps staff have a good understanding of each child's background and favourite activities. Staff plan activities to coincide with different festivals and this helps to reflect positive images of diversity and develops children's understanding of the wider world. Children thoroughly enjoyed taking part in designing mehndi handprints for Diwali celebrations.

Parents are welcomed into the group and are given suitable feedback about how their child has been. The parents notice board is informative and regular newsletters are produced to keep parents well informed about the clubs activities. Staff at the club have good relationships with the school and have daily feedback from the teachers when they collect the children from their classrooms. This ensures staff are aware of what the children are learning and helps them to plan similar topics to extend and support their learning

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

The club is welcoming, children arrive happily and eager to play. Children's learning and development is generally well promoted as the staff create an environment where children have lots of choices, they self-select and lead their own play. They have a good level of interaction with the staff, who offer appropriate support and involvement with their learning. They are interested in what the children have to say, as they talk about their day at school. Relationships

between older children and those in the early years age range are positive and children play harmoniously together, sharing and talking turns. Overall, children are well-behaved and staff respond calmly and sensitively to any difficulties.

The club is very aware of the benefits for children having daily outdoor experiences to enable them to run around and 'let off steam' at the end of the day. Children thoroughly enjoy playing in the playground and enjoy using the trampoline.

The staff team have a generally good understanding of the Early Years Foundation Stage and plan activities to ensure a broad and balanced curriculum is offered. Although, as yet, no observations have been recorded the manager has methods on place for developing this and plans to commence this now the early year's children are settled in.

Children's personal and social development is promoted well in the club. Staff have a good awareness of each child's emotional needs and supports them in developing their confidence and self-esteem. The club is well resourced and children quickly settle into an activity of their choice. They thoroughly enjoying making pictures using tiny beads and manipulate these small beads carefully, positioning the colours to make patterns. Children enjoy playing with the train set and take turns to move the train around the tracks. They spend long periods of time with constructional toys developing their skills as they build intricate models. Children have time to relax and choose to sit on the cushions in the book area where they enjoy having a chat together.

Children are learning about healthy lifestyles and understand the importance of washing their hands before eating. They are provided with generally healthy and nutritious snacks such as savoury rice and ham and have fresh fruit offered. The children sit together to eat their snacks and develop their social skills as they chat quietly and talk about their school day. Staff have a good awareness of individual dietary needs and provide alternative snacks as required.

Children's safety is well promoted in the club. Children are reminded of making sure they have enough room to play safely with toys and not to run around whilst indoors. They take part in regular fire drill practices to ensure they are aware of getting out of the building quickly. Children understand the importance of ensuring an adult opens the main door to any visitors or parents arriving to collect their children.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	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

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