

St.Mary's Wrap Around Care

Inspection report for early years provision

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Inspector

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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 Mary's Wrap Around Care was registered in 2009. It is one of a number of provisions operated by Asquith Court Nurseries Limited. The after school club is situated in a mobile building within the grounds of St Mary's Junior School, Twickenham, Middlesex and provides after school care to children attending St Mary's Infant and Junior schools. The premises comprise of a mobile building, with use of the school hall and access to children's and adults' toilets in the main school building. There is an enclosed outdoor area within the school grounds for outdoor play. There is ramp access to the premises and accessible bathroom facilities are provided.

The setting is registered to care for a maximum of 16 children aged between four and eight years, who may all be within the early years age range. According to demand the 16 children attending the setting may also include children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 26 children on roll, three of whom are in the early years age range. The setting operates from 3pm to 6pm, Monday to Friday during school term times, except for the last day of each half term when it operates from 2pm to 6pm to accommodate the school's early closure. Three staff, including the manager are employed to care for the children , two of whom have suitable childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There were no early years age children present at this inspection, but there are three on roll who attend during the course of the week. Children's welfare is promoted as staff offer support to children to ensure their needs are met. Relationships have been established with parents who verbally exchange information daily. Children's activities are devised based on planning notes shared with the after school club from children's schools and nurseries. Staff are confident in how to proceed to safeguard children if they have any concerns. Risk assessments for the areas children use whilst at the after school club are in place, but there is no fire blanket accessible where cooking takes place. Staff embrace training opportunities, supported by management, but they, the children and their parents are not yet involved in the club's self-evaluation process. At the last inspection actions and recommendations were raised to improve practice and these have all been met.

What steps need to be taken to improve provision further?

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

- keep a copy of the Local Safeguarding Children Board guidelines on site for referral
- ensure the system to verify the identity of visitors to the setting is used effectively to record names, purpose of the visit and details of the arrival and departure times
- ensure a fire blanket is accessible in the mobile building
- analyse observations to help plan 'what next' for individual children

The effectiveness of leadership and management of the early years provision

The after school club has policies and procedures in place, including ones to help safeguard children's welfare. These are shared with parents via the web site or available in hard copies which are kept in a browsing file on site. Staff have a sound understanding of safeguarding children and know how to proceed if they have concerns about a child in their care. However, the after school club do not keep a copy of the Local Safeguarding Children Board guidelines on site for referral. All regulatory documentation is in place to further safeguard children. For example, procedures are in place to record accidents and written consent to seek medical advice or treatment has been sought from all parents. However, the visitor's book is not used effectively to monitor people who visit the after school club. Staff vetting procedures ensure only suitable people work with children and the staff currently employed are qualified and experienced. Fire drills are regularly conducted at the nursery to ensure all children know how to leave the premises quickly and safely. Fire detection equipment is in place, but there is no fire blanket accessible in the area where the preparation of hot snacks takes place. Risk assessments are used for all areas and these were last reviewed in October this year. A list identifying potential risks is used for opening and closing procedures, checked by staff daily to further safeguard children. Children are learning to keep themselves safe, for example, children remove their shoes and socks before playing on the wooden floor in the school hall to reduce the risk of slipping. Children who are collected from their nursery or school are reminded about how to cross roads safely and a high adult/child ratio is maintained.

The club is well equipped with resources kept at child height so children can make a choice in their play. Furniture is age appropriate and space is used well. For example, children spend time in the mobile building or the hall doing activities or they can run off energy in the large school playground, all under the supervision of staff. The club promotes inclusion through their partnership with parents, children and other outside agencies. For example, information gathered at children's nurseries is conveyed through staff to the key worker at the after school club, enabling her to build on what children already know and can do. This supports continuity of care and learning. Staff make sure if a child is from another culture, books are provided that show images of that culture, including some in their own language, to help the child feel supported and settled.

The management have used self-evaluation to identify strengths and weaknesses within the after school club, but do not seek parent or staff views in this process. Staff are encouraged to embrace training opportunities both in-house and

externally to help improve outcomes for children. Daily verbal communication between parents and staff keep them informed of how their child's time at the after school club has been, including if they ate their snack. Children in the early years age range have folders which outline the activities they have taken part in and evaluation notes show the success of each activity. However, staff do not indicate any next steps for children to incorporate into future planning, preferring to start each week's activities based on what children have learnt at their other settings. As a result, children who may be finding a particular task difficult are not given the chance to achieve in this area, unless they initiate it themselves. Since the last inspection the after school club have met the actions and recommendations raised within the report. For example, all staff and children's records are now kept on site and stored securely. Risk assessments are now effective in identifying potential hazards that children may come in contact with, and monthly fire drills ensure children are familiar with the evacuation procedure.

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

Staff treat everyone with kindness and consideration and this helps children feel secure in their surroundings. Club rules devised by children are displayed on the cupboard door as a reminder to be kind and considerate to each other. New children to the setting are helped by the older children who show them around the after school club facilities and help them become familiar with the rules. Staff value children's work and displays on the walls add to the children's sense of belonging. Children are praised if they are helpful and this encourages good behaviour. The use of planning, observation and assessment is in place for the early years age range children.

Children play with resources they can select for themselves and these are suitable for their age, offering challenge and variety. A number of resources in the after school club reflect diversity, like dolls from different cultures and play figures in wheelchairs. Staff interact well with children, by joining in their activities and supporting them in areas they choose to play like the hall or the playground. Photos show children in the early years age range icing biscuits, making sugar jars in celebration of Diwali and taking part in Rangoli hand painting.

The mobile building where children enjoy activities is clean and well-maintained. Children have a light tea on arrival at the club and a variety of foods like sandwiches, pizzas and soup on offer along with fruit and a drink. A jug of water and plastic glasses are kept on the side to enable children to help themselves if they are thirsty. Staff are vigilant about children washing their hands before eating and after using the toilet and hot and cold running water is provided with soap and paper towels. This helps prevent the risk of cross infection. Children have access to fresh air on a daily basis as they play in the school playground.

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	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	2
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

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