

# St Johns Care Club

Inspection report for early years provision

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**Unique reference number** EY236196  
**Inspection date** 22/11/2010  
**Inspector** Ingrid Szczerban

**Setting address** Clayton CE Primary School, Bradford Road, Clayton,  
Bradford, BD14 6DD

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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 Johns Care Club is managed by a voluntary committee. It was registered in 2003 and operates from the small hall within Clayton Church of England Primary School in Bradford, West Yorkshire. The children have access to outdoor play areas in the school grounds. Visitors to the club gain admission through the main reception door at the school. Parents collect their children directly from the hall, which has its own level-access entrance. A maximum of 30 children, from the early years age group, may attend the club at any one time. The club cares for children between the ages of four and 11. There are currently 69 children on roll. Of these, 24 are aged under eight years, and of these, five are within the early years age range. The club supports children with special educational needs and/or disabilities. The club is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club opens each weekday from 7.40am to 8.45am and from 3.30pm until 6pm, during school term time. During school holidays the club operates from 8.00am until 6.00pm. There are five members of staff who work directly with the children, all of whom hold childcare and/or playwork qualifications. The manager and another member of staff have Level 3 qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There are robust systems in place to promote the welfare needs of children and predominantly good attention is given to meeting their learning and development requirements. Children take part in a wide range of activities and make good progress in all areas of learning. Relationships with parents, carers and links with external agencies are good. Inclusive practice is promoted well and children are valued and respected as individuals. The provider assesses the effectiveness of the setting well and accurately identifies areas for improvement. A good capacity to continuously drive improvement is demonstrated, which ensures that outcomes for children develop positively.

## What steps need to be taken to improve provision further?

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

- develop further the records of children's progress to include information from parents about their child's interests and level of ability before they start and identify their next steps for learning.

## **The effectiveness of leadership and management of the early years provision**

Most effective safeguarding procedures and practices ensure that children are well protected. All staff are vetted and the majority have undergone training in safeguarding children and hold current first aid certificates. All visitors are recorded and risk assessments are effectively implemented. Security procedures are well considered and ensure that children remain safe. For instance, the door is locked and parents and visitors must ring a bell to be admitted after being identified through the glass door. When children play out they wear high visibility vests so that staff can clearly see where they are and provide appropriate supervision. Systems in place to keep children healthy are good. The room is clean and well maintained. Good hygiene practice is followed by children in bathrooms and by staff when they prepare and serve food. Children automatically wash their hands before eating and use paper towels to prevent the risk of cross-infections. Documentation is used effectively to promote children's welfare. All necessary written consents are obtained from parents, accidents occurring in the club or any injuries sustained by children at home, are recorded well and parents countersign the entries to confirm that they have been informed. The staff are well deployed to meet the needs of children. Children can safely and independently choose their toys and games, which are stored at their height. All resources used by children are of good quality, suitably challenging and appropriate to their ages and stages of development. Inclusive practice is promoted well and children are valued and respected as individuals. Good account is taken of children's interests when planning and they determine the direction of their play. Children are invited to introductory sessions with their parents or carers before they begin so that the staff can get to know them and meet their key person. Although, no longer in the early years age group, children with learning difficulties are given appropriate help and support. The staff team are enthusiastic and committed to driving improvement in order to improve outcomes for children. They have attended further training, such as, safeguarding children and one is working towards a Level 3 Playwork qualification. The setting has completed the quality assurance scheme, early years quality improvement support programme, which resulted in the formation of a self-evaluation system. The activities are evaluated daily in a reflective journal, which means that the staff team focus well on their practice and children's individual progress. Parents and children are engaged in the evaluation process. Their views are sought through daily discussions and they often write down their thoughts in a comments book. For example, children say, 'I had a fantastic time today with my friend'. The actions and recommendations raised at the last inspection have been implemented fully. As a result, all the welfare requirements are met and outcomes for children are enhanced. Documentation and training in regard to risk assessments, health and equality policies and children's development, is now completed. Parents and carers are warmly welcomed into the setting and speak highly of the staff and the service provided. Parents confirm that they feel they work in partnership with staff as they are involved in regular discussions, have copies of all policies and procedures and are given free access to their child's development record. Some of their recorded views in the comments book state, 'we are so happy with the way care club is run, it is so friendly our child would come everyday if she could, we are 100% satisfied'.

Good links are established with the school and are used effectively to compliment children's learning between the settings. For instance, the children have use of the school's outdoor play areas and teachers talk with the out-of-school staff regularly. The club is used by the local authority's early years department as a role model for prospective play work students to visit and observe the club's practice of child-led play.

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

The children make good progress in their learning and development and there are good systems in place to ensure that the six areas of learning are consistently covered. Observation and assessment records are made by the children's key person. These include what children are interested in and what they are learning, but not their next steps for progression to make it clear that children are suitably challenged. Basic information is gathered from parents before children start but this does not include much detail about the child's level of ability. Weekly plans of activities are informed by children to follow the direction that they wish to take, thereby, sustaining their interest and promoting children's self-esteem and creative ideas. Effective practices are employed to ensure that children learn how to keep themselves safe. For instance, children know to make their way from their classroom to the after school club in a timely fashion and are reminded about this by staff. They learn about fire safety because the drill is practised on a regular basis. Role play is used to develop children's understanding of how to keep themselves safe. The children love to dress up as lollipop ladies and men and using the 'stop children' pole, they learn with staff's support, how to escort their peers across the zebra crossing in safety. Through discussions, involvement in food preparation and themed topics on food, children learn well about healthy eating. They readily state that water is good for you. They are given fresh fruit and vegetables each day and enjoy eating carrot sticks, slices of cucumber and pieces of pear and apple. On the whole, the menus are well-balanced and nutritious. Children try foods from around the world, for example, they nibble on popadoms to celebrate national curry week. Healthy lifestyles are promoted and outdoor play is a regular feature of the routine. Creativity is valued by staff and children's artwork is prominently displayed. Children engage in a variety of art and craft activities, such as, drawing and painting. Children communicate well. They talk about how their day has been and listen to each other. Children have a good sense of belonging in the setting and have friends they like to play with. They like to look at books and older children read to the younger ones. This fosters the development of language and literacy skills and shows that children consider the needs of others. The children help to set the ground rules for the club regarding acceptable behaviour. The staff are polite and respectful towards children and, as a result, children are very well-behaved and display good manners. Children are happy and settled, they make decisions and have choices. For instance, they decide what they want to do and choose what fillings they would like in their sandwiches. They enter the setting confidently and are at ease in their warm relationships with staff, who provide them with good support and encouragement. For instance, children play board games with staff and so learn about numbers, taking turns and how to cope emotionally with both winning and losing.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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