

St Barnabas Out of School Club

Inspection report for early years provision

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Inspector

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Setting address

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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 Barnabas Out of School club is managed by a voluntary management committee who are part of York Childcare Ltd. The club was registered in 2005. It operates from St Barnabas C of E Primary School in York. Children have access to the main hall and associated facilities. The club serves the school and adjoining playgroup. There are enclosed areas within the school used for outdoor play.

The club operates Monday to Friday during school term time only. Sessions are from 7.30am to 9am and 3pm to 6pm. Children are able to attend for a variety of sessions. A maximum of 24 children may attend the club at any one time. There are currently 35 children attending of whom one child is within the Early Years Foundation Stage. The club offers care to children aged over five years to 12 years. The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The club employs four members of child care staff and all hold appropriate early years qualifications at Level 3. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and enjoy their time at the club due to the staffs caring approach. This supports the children to make satisfactory progress in most areas of their learning and development. Staff provide an inclusive environment where overall children's welfare, safety and individual needs are supported. Good links are established with the school which provide a consistent approach to children's needs. The management team and staff work together to evaluate the club's practice and provision which overall takes account of parents and children's views. This contributes to the club's self-evaluation process in identifying areas to improve upon.

What steps need to be taken to improve provision further?

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

- develop staffs knowledge in relation to the Early Years Foundation Stage to further support and extend children's development and learning
- extend the details provided in the risk assessment relating to the outside areas used by the children.

The effectiveness of leadership and management of the early years provision

Staff regularly update their safeguarding training each year. This enables them to be informed and up to date with child protection issues and in their responsibility to safeguard children in their care. The contact details of the support agencies are recorded and shared with all staff. The recruitment and selection procedures are effective to ensure suitability of new staff through relevant checks being carried out. Staff complete an induction programme and have regular supervision and yearly appraisals as part of their self development. The club's risk assessments provide details of all aspects of the premises and levels of risk. However, this is not sufficiently detailed for the outside areas accessed by the children which impacts on children's safety. The range of policies, procedures and other documentation are reviewed to ensure these remain current and reflect practice. The club promote a range of celebrations and traditions through the year with the children which include other cultures. The discrimination and harassment policy provides clear guidance for the staff on challenging such behaviour. Children's individual needs are recognised and valued by staff to ensure any additional needs identified are well supported.

Children have a suitable selection of resources and equipment to choose from as they arrive at the club. This varies throughout the session as the children request additional activities to extend their interests and ideas, such as making pictures for the display board. The space and facilities used by the children are managed well to provide for their needs which include the breakfast session before school.

The new manager along with the management committee is currently evaluating all aspects of the club as part of their improvement and development plan. Contribution to this process is sought from parents, staff and the children. The link with the school is good and provides a positive sharing of information as well as support for the club and the children attending. The partnership with parents is appropriate and staff and management have identified this as an area to improve further. Staff provide information to parents as the children are registered which includes the club's policies and procedures and other details of the provision. A newsletter is distributed and the display board promotes the clubs activities and other relevant information. Feedback from parents is gathered through daily contact with the staff and the use of questionnaires. Parents comment on the improvement in the sharing of information by staff as they collect their children.

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

Children in the early years age group have an allocated staff member to be their key person. This provides the children with a consistent contact who supports their personal and social development. The staff provide plans which are an overview of activities offered through the week. These are flexible to enable the children to

make decisions in what they want to do. The children choose freely from what is offered and there is a suitable balance of child and adult-led involvement. Staff have some experience of delivering the Early Years Foundation Stage. However, this is not yet sufficiently developed to extend children's skills and interests more effectively. Information is recorded through staff completing observations of the children and this continues to be developed.

Children are settled at the club and the relationships formed with the staff develop trust and enable them to feel secure. Children enjoy talking with staff about their day at school or other news they have. Children are confident to express themselves effectively in what they want to do. Opportunities for the children to use resources which enhance their skills, such as writing their names on their creative work are encouraged. Children have access to books which provide the opportunity for them to read on their own or together. Children have a selection of games which encourage counting and using numbers in their play. This includes board games using a dice or adding up the goals scored in a football game. Children have access to small world and role play resources which encourage and develop their imagination well. Children enjoy creative activities and have access to a good variety of tools and materials to develop their ideas.

Children contribute to the club rules which are linked to the rules in school. This promotes a consistent approach to positive behaviour, such as no bullying and respect for the environment and each other. Children are well behaved as they are busy and engaged in what they are doing. Staff provide effective praise and encouragement to the children which enhances their confidence and self assurance. Children go outside daily which enables them to be energetic and have fresh air after school. The use of the hall offers additional physical games for them. Children access the school allotment where they see the changing seasons through what is being planted and grown.

Children know the importance of washing their hands before snack time. The facilities in place enable children to be independent in managing this for themselves. Clear details are provided for parents on the procedures for children who are ill or have an accident whilst attending the club. The children have a snack after school and breakfast is provided at the morning session. There is a varied menu for the children which has a good selection of healthy choices each week. Children sit together at this time which gives them the opportunity to talk and socialise. Safety with the children is managed well by the staff. The main entrance has a buzzer system which the staff use to monitor who enters the school. Children take an active part in the regular evacuation procedure with the staff. Discussions about keeping safe are built into their routine and learn about such topics as road safety and stranger danger.

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	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

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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	3
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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