

SAFA Club

Inspection report for early years provision

Unique reference number	EY270462
Inspection date	12/01/2011
Inspector	ISP Inspection
Setting address	St Andrews School, Nuthurst Street, Nuthurst, West Sussex, RH13 6LH
Telephone number	01403 891444
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

The SAFA Club registered in 2003 and is run by a committee. It offers out of school care, term time only, at the end of the school day and is open from 3.30pm to 6pm. The club is located at St Andrews Church of England aided primary school in Nuthurst, West Sussex. The club is available to children who attend other schools, although transport is not provided.

The children have permanent use of a separate classroom adjacent to the school and they use the main playground which has an obstacle course. There is also a school field available for outside play. Three regular staff members and two bank staff care for the children on a rota basis. The manager and the deputy are qualified in child care and education; other staff hold or are working towards qualifications. Most of the staff hold first aid qualifications and have attended relevant short training sessions. There are 20 children on roll. At the time of the inspection seven children were present; of these, there were no children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff at the afterschool club create a safe and secure environment for children to play in. They provide a range of activities to ensure children make good progress in their learning and development. Overall, the club has effective systems to build good partnerships with parents. The afterschool club has a good capacity to maintain continuous improvement, because all the staff seek to improve their knowledge and understanding of children's care and education in the early years through further training opportunities.

What steps need to be taken to improve provision further?

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

- improve the two-way flow of information with parents, in particular with regards to sharing information about policies and procedures.

The effectiveness of leadership and management of the early years provision

All of the staff have a good understanding of child protection and how to safeguard the children in their care. Full and detailed risk assessments are carried out on all aspects of the club to ensure the children are kept safe from harm. All the staff have up-to-date Criminal Records Bureau checks in place, which ensures they are all suitable to work children.

Resources are stored to allow children independent access. They are all labelled to ensure the children are able to develop their word recognition skills. The children learn about festivals and celebrations from around the world at an age-appropriate level. Staff ensure that all children have access to all of the resources and children are therefore able to choose from a good mix of toys and equipment.

The manager is proactive in developing the club with the aid of the staff and the committee. They have a detailed action plan in place, as a result of effective self-evaluation, to ensure the club is moving forward with the care of the children and how well they are progressing. They have fully addressed all recommendations made at their last inspection to improve outcomes for the children in their care. The setting works well with the teachers in the reception class and they regularly meet when children are attending both settings. Staff use the plans and themes the teachers give them to enhance the children's learning with topics in the club. This relationship complements the children's developmental progress. Parents receive regular feedback on their children's time at the setting. Parents' views are taken into account when making plans for the future development of the club.

The setting has all of the required policies and procedures in place. However, the procedure for ensuring these are fully shared with parents is not always fully effective. Staff are aware of the need to be good role models for the children and have a robust behaviour policy, which they are all familiar with.

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

Staff are skilled in using lots of open-ended questions to encourage children to think about what they are doing. They are also able to extend the children's language skills by using lots of descriptive words. Children are provided with daily access to IT equipment which ensures they are able to develop skills for the future. The children are able to become skilled in using the computers, for example, navigating around the different programs. They are given good opportunities to help staff, for example, by setting the table and preparing the snack. Staff ensure that children become proficient at washing their hands before any snack, which teaches them about self care and how to prevent cross-infection. They are provided with a variety of snacks which are healthy and nutritious for them. They are able to pour their own drinks and when they have finished they are expected to tidy away their plates and cups, and ask to leave the table. This helps to promote good social skills and self-confidence. The staff take into account the children's special dietary requirements when preparing the meals. This ensures their needs are fully taken into account.

Children are provided with daily access to a large outdoor area in order to enhance their physical development. They are able to move freely between indoors and outside, depending on how dark it gets outside. The deployment of staff throughout the session helps to create a safe and secure environment for children. All children are involved in writing the 'rules of the club' and this is displayed at eye

level for them all to see and follow, which encourages good behaviour.

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	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

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