

St Gregory`s After School Club

Inspection report for early years provision

Unique reference number

118075

Inspection date

10/02/2011

Inspector

Gill Walley

Setting address

St. Gregory's Primary School, Woodfield Road, Ealing, W5
1SL

Telephone number

07960 771592

Email

floren@hotmail.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St Gregory's Breakfast and After School Club is one of two privately-owned clubs. It opened in 1999 and operates from one large play room in St Gregory's Primary School in Ealing in the London Borough of Ealing. A maximum of 26 children may attend the club at any one time. Children from the age of three years to 11 years of age attend the club. There are currently 59 children on roll, of whom six are in the early years age group. The club is open each weekday from 7.45am to 9am and 3.15 to 6pm, term time only. All children share access to a secure enclosed outdoor play area. The club employs five staff, all of whom, including the manager, hold appropriate early years qualifications. The club can support children who have special educational needs and/or disabilities, although there is no disabled access. The club also supports children who are at the early stages of learning English. The club works in partnership with the adjoining primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

St Gregory's Breakfast and After School Club provides good out of school care because it is inclusive and able to meet the needs of all children, including those who have special educational needs or disabilities and those who are learning English as an additional language. The club environment is safe, welcoming and mostly highly conducive to children's learning and enjoyment. The partnership with parents and the progress the children make when they attend are particular strengths. The manager and her team are very experienced and they evaluate all aspects of the provision to identify aspects which can be improved, including the training needs of the staff. As a result, the club has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- consider further enhancement of the club room to create an environment that is rich in letters, shapes and numbers.

The effectiveness of leadership and management of the early years provision

The club has good procedures in place for keeping the children safe. For example, all staff are vetted, and they have been trained in safeguarding. Visitors sign in, and when the children are playing outdoors there are good levels of adult supervision. If a child needs medication, or if a child has an accident, the staff complete records which are signed by parents at collection time so that they are fully informed. All staff have first aid qualifications and understand the food allergies children may have. They have been trained in the hygienic handling of food. The manager carries out daily checks of the entire premises before the start

of each session to identify any hazard which could cause an accident. Any accidents are monitored to identify trends. The club has improved significantly since the last inspection report. More thorough risk assessments are now done regularly, for example, on the equipment the children use and the occasions when the children are taken off site. The children know what to do in an emergency because they practise fire drills regularly. Overall, the classroom is stimulating and well equipped, although the environment is not used to full potential to reinforce further children's independent learning about letters, numbers and shapes.

The manager drives ambition well and constantly looks for ways to improve the club. All staff extend their skills through regular training courses which enable them to offer more opportunities for the children. The club works extremely well with parents who are invited to attend taster sessions with their children so that they know how the club runs, and to provide information to help the staff get to know their children. Staff talk informally to parents about the children and the progress they are making at the end of sessions. Parents complete very regular questionnaires to express their views about the activities which are available and how the club is run, and there is a suggestions book for incidental comments, for example, about breakfast menus. They receive regular newsletters and they have a good understanding of the club's policies and know the staff's qualifications and experience. The manager adapts procedures in response to their suggestions and she values parents' feedback. Parents have their own notice board where they can see plenty of information about activities and other events in the area which their children might enjoy. They can see their children's progress records and also photographs of their activities. Parents often come in to talk to the children about their customs and also about the work they do in the community. The manager works particularly closely with parents whose children need additional support so that these children make equally good progress. Parents are very confident that their children are safe and happy when they attend. The club also works very closely with the primary school, for example, the staff meet class teachers to learn how best to support each child and what stages children have reached. This helps the staff to know the needs of all children well, and it also helps the teachers to pass on information to parents they do not see at the end of the school day.

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

The children play extremely well and older and younger children play together so that the younger ones are encouraged to develop their skills and confidence. They share and take turns, and they concentrate on tasks for long periods. Adults praise the children for what they achieve and behaviour is exemplary. There is plenty of equipment for the children to choose from, and they thoroughly enjoy team games in the playground. Indoor activities include playing with dolls, cars and board games, construction, reading books and solving puzzles. They can also play table tennis. The children enjoy preparing food, such as sandwiches and salads. They develop their fine motor skills by cutting out and threading and they extend their creative skills through painting and making collages. They can display their work for other children and parents to see. The children enjoy visits to the park, local shops, the post office and the library, and these experiences often follow into their

role play. For example, they may create an area of the classroom into a post office. The children enjoy nature walks in the school grounds where they learn about trees, wildlife and habitats.

The children can do their homework if they wish to. The manager develops the children's self-confidence and speaking and listening skills well through a daily session when they share their news with one another. The adults are good role models for the children; they are patient and they use positive language to encourage the children and to praise them for what they achieve. The children say the staff take very good care of them. The children have thought about rules which help the club to run smoothly and help them to behave well. They understand the importance of a healthy lifestyle and can explain why they eat fruit and vegetables at tea time. They understand why they need to wash their hands. The children learn to take responsibility, for example, by pouring their own drinks, by helping to make their tea and putting equipment away. They are encouraged to take considerable responsibility for keeping themselves safe by helping the adults to assess risks. The children learn about different cultures and customs when they discuss celebrations, for example, at Chinese New Year they made animals and learnt about Chinese writing and costumes. They learn about the needs of others less fortunate by raising money for charity and they have toys which help them understand equality.

The children make very good progress because the staff track and monitor this so carefully. They use this information well to plan what the children need to learn next in order to move on in their learning. The staff know all the children well; they observe them closely and they keep good records of what they achieve in each area of their learning. The staff ask children for their views about the activities and encourage them to take ownership of their club.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
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	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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