

Kirkham St Michaels After School

Inspection report for early years provision

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Inspector

Andrea Paulson

Setting address

St. Michaels C of E School Kirkham, School Lane, Kirkham,
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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

Kirkham St Michaels After School was registered in 1999 and is run by a management committee. The setting operates from the school hall, IT suite and resources area in St. Michaels Church of England Primary School in Kirkham, Preston. Children have access to a secure, enclosed outdoor play area. A maximum of 30 children aged from four to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 11 years. The setting provides care for children who attend the host school. Sessions are from 8am to 8.45am and from 3.15pm to 5.30pm on Mondays to Fridays during term time only.

There are currently 32 children on roll. Of these, 19 are under eight years of whom three are in the early years age range. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six members of staff who work with the children for various sessions. Of these, the manager and deputy hold a qualification at level 3 in early years and one has a qualification at level 2 in early years. The setting works in partnership with the host school, parents and carers, and has links with the local authority and college.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Each child actively participates in this inclusive provision where they make satisfactory progress in their learning and development. Children enjoy their time here, although the range and accessibility of the resources provided affects the choices they can make. Overall, children's health and safety is appropriately promoted with most risks minimised and most records kept confidentially. Partnerships with parents, carers and the host school are well established and contribute to children's continuity of care and learning. Self-evaluation systems are used satisfactorily to monitor the provision and identify further areas for development, and the setting demonstrates a satisfactory capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure it covers anything with which a child may come into contact with, this specifically refers to the security of the rear external gate
- develop self evaluation further to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for children and to include contributions from all those involved in the provision
- enhance children's enjoyment and experiences by increasing the range and

- accessibility of resources
- improve the confidentiality of accident records.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of the setting's safeguarding children procedures, which helps to protect children from harm and neglect. There is a clear recruitment policy in place, which ensures all staff are vetted for their suitability and undergo a sound induction process. Annual and ongoing risk assessments identify most hazards to keep children and adults safe but do not cover the security of the outside rear gate. However, effective supervision minimises any risks to children and staff take effective action to remedy identified weaknesses. Most documentation is appropriately maintained although records of accidents are not confidential because there are multiple entries per page. Most of the staff have many years experience at the setting, and this stability contributes to the continuity of children's well-being.

Staff undertake training opportunities so that children benefit from their increased skills and knowledge. Appropriate systems of self-evaluation have helped staff to identify some of the areas for improvement that will improve the quality of the provision for children. However, this is in the early stages of development, and there is not yet a plan to demonstrate how they are to be achieved, nor have all those involved in the provision contributed to this process. Staff are well deployed and ensure children have scope for free movement and well-spread activities both indoors and out. Satisfactory procedures are in place to promote equality and celebrate diversity. Staff know the children well as individuals because they also work in school with them. This ensures that each child's unique qualities and differences are valued and individual needs are met.

The caring staff create a relaxed environment where familiar routines enable children to settle well. The partnerships with parents, carers, other early years professionals and the host school contribute significantly to the continuity of children's well-being and learning. Parental feedback includes positive comments about the approachable staff, how parents appreciate their children being looked after safely while having fun.

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

Children make satisfactory progress and are well cared for as staff have a sound knowledge of each child's individual needs and abilities. Interesting activities are planned weekly, including sessions for craft, baking and sewing. In this way, children are provided with some challenge to develop skills reflecting the areas of learning in the Early Years Foundation Stage. Activities are often based on children's own ideas, which maintains their interest so that they are all fully engrossed and keen to participate. However, the stimulating and imaginative play equipment in the resource room is not always accessible to the children,

particularly to those in the main play room, which impacts on children's choice and independence.

Children develop positive relationships and social skills through confident interaction with other children and adults. They are well behaved and well mannered. They respond appropriately to staff and take pride in showing their work, for instance when drawing pictures of staff members. Children contribute to the setting by expressing their own ideas to name their club the Blue Dragons. They enjoy the activities available, such as drawing, dolls' house and boxed games, because they are given as much time as they need to complete their work and play. Therefore, they are able to develop their ideas, and feel valued and part of the setting. Children work well together during role play and ball games outside. They gain independence as they make their own ham sandwiches with staff who are ready to offer support if needed. There is an appropriate range of resources which reflect the children's own community and the wider world.

Children enjoy freedom of movement and regular physical activity both indoors and outdoors, so building up their strength and enjoying plenty of fresh air. They develop coordination and manipulation skills during vigorous outdoor play and use small tools in art activities. Children develop their awareness of healthy eating through a range of snacks which varies weekly. Individual appetites and diets are well catered for as staff take care to ensure that each child is sufficiently nourished. Children learn how to keep safe as they learn to use a range of tools and equipment safely. Therefore, they develop skills for the future as they grow in confidence, make satisfactory progress in their learning, and develop positive relationships.

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

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| 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

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| 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 | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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| 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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