

Casa Clubs - St Augustines

Inspection report for early years provision

Unique reference number

EY313828

Inspection date

24/05/2011

Inspector

Catherine Greenwood

Setting address

St. Augustine RC Primary School, Tomlinscote Way,
Frimley, Camberley, Surrey, GU16 8PY

Telephone number

01252 727000

Email

casclub@onetel.com

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

Casa Clubs - St Augustines, was registered in 2006 and operates from St. Augustine's Primary School in Camberley, Surrey. It is one of five privately owned clubs offering after school care. The provision serves families of children who attend St. Augustine's School and Ravenscoat School. Children have access to the school hall and an adjacent room which is used for snack-time. There are suitable toilet facilities on site and children have use of the enclosed school grounds. The provision operates Monday to Friday during school term-time only, from 3.15pm to 6.00pm. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children under eight years may attend at any one time. There are currently six children in the early years age group on roll. There are currently six permanent members of staff working with the children, four of whom have appropriate 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.

Children's individual needs are well met through effective partnership with parents. Key strengths of the provision are the positive and welcoming atmosphere, where children are provided with a good range of resources, activities and experiences. The provision is run in an efficient and well-organised way. Self-evaluation embraces children's and parents views and is used to make on-going continuous improvement to the provision. However, some aspects of good practice have not yet been achieved.

What steps need to be taken to improve provision further?

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

- improve communication with schools that children attend to provide continuity in their learning.
- improve the range of resources that reflect positive images of diversity to promote children's attitude and approach to differences.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded, because staff have a secure knowledge and understanding of child protection procedures. All staff attend safeguarding training, facilitated by the local authority and there are effective systems in place to ensure staff are suitable to work with children. In the event of any unexpected absence, staff are vigilant about contacting schools and parent's to ensure children are safe.

All staff complete a daily risk assessment record, on a turn taking basis, which helps to develop their awareness of hazards and maintain children's safety. These are used effectively in practice for activities and events, such as, the 'walking bus', which collects children from a local school, peeling carrots, opening tins, pond dipping and using a laminator.

Staff work exceptionally well as a team, and are very familiar with the policies and procedures of the provision. Since the last inspection, the introduction of robust self-reflection processes has enabled the provision to identify and implement many improvements. Staff are consulted about all aspects of the provision and the manager has an open approach to their ideas. Plans for future improvement are clearly and accurately identified. The provision has met most of the recommendations from the last inspection. Children benefit from having lots of space to move around freely, both indoors and outdoors. The large well maintained hall is set up with a good range of age appropriate resources, in advance of children's arrival. Consequently, children settle easily as they arrive after school. Staff share responsibility for adult-led activities, that encourage children to take part and be included, for example, creative activities. Children's individual needs are extremely well known and met. They develop an understanding of diversity through planned activities that celebrate different cultures. However, resources that reflect positive images are limited and consequently restrict this learning.

Partnerships are good. Staff provide teachers of the school where the provision is based with good information about activities and observations of children's developmental progress. This is achieved through the use of a daily diary which includes information about children's individual needs and the next steps for their learning. Staff encourage children to talk about school activities and teachers are invited to share information. However, staff are not always aware of what children learn in school, which restricts continuity. Communication with parents is good. They are individually welcomed into the provision in a friendly and positive way. Parent's views about the provision are invited, through the use of a comment's book and discussion and staff are very receptive to any ideas for change that will improve outcomes for children. Parents are happy with the provision. For example, they say, 'I am very impressed with the food provided, it seems very relaxed, children are comfortable and staff are very accommodating and friendly' and 'there are very efficient registration systems which mean I know my child is safe'.

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

Staff motivate children and involve them in activities. They provide children with lots of support and know when to intervene and when to leave them to play independently. Children show good self-confidence and independence as they choose resources that sustain their interest and keep them well occupied. They are keen to talk about what they like doing at the club. Children are provided with a very good range of creative activities and experiences. For example, they make marshmallow bracelets, pasta photo frames, paper Mache bowls, use clay, grow

vegetables, make spring displays, and take part in sports days and water fights. Planning fully embraces children's ideas and interests and they are encouraged to write their comments and suggestions as part of activity evaluation.

Staff are sensitive to children's individual needs and allow children to play without control as long as it remains within safe and acceptable boundaries. Children are well behaved, get on extremely well with each other and often include others of all ages in their play. They often enter into imaginative play and help each other to set up resources, for example, as they choose to make a camp using large pieces of material. Children listen well and often engage in conversation during their play. Their self-help skills are promoted, for example, as they help to prepare food for snack time and tidy up. They show enjoyment and skill as they operate computer games and join pieces of construction resources. A good range of planned activities help children to learn about the features of living things, for example, as they plant cress and sunflower seeds, make wormeries, and catch newts in the school fish pond. Children learn about diversity through activities, such as, making tea light holders for Diwali, vegetable stir fries for Chinese New Year, and Easter egg hunts.

Children have access to an outside play area, for most of each session. Staff are observant of the choices that children make and work as team to ensure ratios are met in the inside and outside play areas. A good range of resources and games successfully promote children's health and capture their interest in being active. For example, scooters, netballs, footballs, mini tennis, cricket and basketballs, are all made easily accessible. Children have access to a very good range of resources that promote their creative development. For example, they make charm bracelets and use glue, glitter, feathers and other media to make their own designs. They concentrate well whilst taking part in these activities and persist with their aims.

Children have a good knowledge and understanding of how to keep themselves safe. For example, they are given clear expectations and rules when walking with staff from school to the provision and take part in fire evacuation practices, which are repeated on a regular basis. Children are provided with healthy and nutritious snacks, which they help to prepare, such as, wraps, pita bread, soup and crudités. Staff seek children's ideas for snack time and vary what children are given, so they learn to try different food. This successfully promotes children's approach to healthy eating. Children's individual dietary needs are adhered to through good record keeping systems, which include a wipe board displayed in the kitchen. They are protected from the risk of cross infection, due to good hand washing procedures.

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
--	---

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

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