

Kingswood After School Scheme (Our Lady of Lourdes)

Inspection report for early years provision

Unique reference number	136013
Inspection date	24/05/2011
Inspector	Yvonne Campbell
Setting address	Our Lady of Lourdes Church Hall, The Mazenod Parish Rooms, Court Road, Kingswood, Bristol, BS15 9QB
Telephone number	0117 987 2027
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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

Kingswood After School Scheme opened in 1995. It operates from the main hall and associated areas of the Mazenod Centre, located in the grounds of Our Lady of Lourdes School in the Kingswood area of Bristol. Children from the school and from the surrounding area attend the scheme. The group is managed by a parent led management committee.

The scheme opens Monday to Friday from 15:20 until 18:00 hours during term times only. A maximum of 24 children aged between four and eight years may attend at any one time. There are currently 42 children on roll and of these, five are in the early years age group. The children attend a variety of different sessions depending on parental need. The group is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties and disabilities.

Three members of staff work with the children; one has a Level 3 qualification and another member of staff holds a Level 2 qualification. The play leader is a trained teacher who holds a Post Graduate Certificate in Education. The group receives support from a daycare advisory body.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well supported in the familiar and welcoming environment created in the afterschool club. Staff are trained in playwork and provide a range of interesting recreational activities to promote children's development in all the learning areas of the Early Years Foundation Stage. Children are kept safe and secure both indoors and outdoors through ongoing risk assessment procedures. The partnerships with parents is a strength of the setting and parents are actively involved in both leadership and management of the provision.

Staff also work closely with the school ensuring continuity for children in several areas including, shared strategies for promoting acceptable behaviour. However, there are no formal systems in place for sharing information about observations and assessments of learning between the school and the afterschool provision.

Staff have evaluated their practises using a format provided by a daycare organisation. Areas identified for improvement include completion of a food hygiene course.

What steps need to be taken to improve provision further?

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

- improve learning and development and make sure that activities provided complement the education and care children receive in other settings including schools that deliver the Early Years Foundation Stage
- increase resources that encourage children to value and respect other and provide access to play material with positive images of disability.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of child protection issues. They understand the procedures to follow should they have any concern about the welfare of a child in their care. All members of staff and those on the managing committee have completed Criminal Record checks and are safe to be in close proximity to children. The play leader has recently completed Level 1 safeguarding training and another member of staff completed has Level 2. A recently reviewed safeguarding policy is accessible to parents so they are aware of the duty staff have in this area.

The management committee is very aware of the responsibilities of the voluntary positions they hold. They are vigilant in ensuring the setting meets the needs of both the children and their parents and that it also complies with the requirement of the regulator. The committee makes ongoing evaluations of the service and when necessary, takes prompt action to ensure effective practices are developed and are maintained at a high standard. For example, some changes were made to the staff group to ensure the play leader was suitable to be in charge of children and the day to day running of the scheme. All staff have annual appraisals and areas for professional development are identified for each individual. Some members of staff are working towards a new nationally recognised qualification to work with children and young people.

The play leader is a trained teacher. She has commenced a written evaluation of the setting and is aware of the strengths and areas for development within the group. Since the last inspection, improved practises include staff accessing several training courses to improve and enhance practise. For example, training in working with children who have autism has enabled staff to improve their knowledge of the use of Individual Educational Plans and to consolidate the existing links they have with other professionals in this area. This benefits children who have additional needs. An area which has been identified for further improvement is the need to improve children's access to good quality resources to support their learning in Information Technology.

The play leader carries out routine observation and assessments of each child in the early years age group. Information is clearly set out in children's learning records. A key worker system is in place and younger children's welfare needs are met as they are cared for by a consistent adult who collects them from the school class room. However, staff are not able to assess if the activities provided at the afterschool complements the education children receive in school. There is no established system for sharing information with the reception class teacher, about how well children are progressing towards the early learning goals within the after

school setting.

Resources are accessible at child height. Children are able to self select items they need to support their play. These include books, small world figures for imaginary play, craft items and dolls. Photograph evidence show children fully engaged with using various play materials. Children have access to an extensive outdoor area in the school playing field. They play with outdoor equipment such as balls and also use some larger pieces provided for school use. Some material with positive images of different cultures and skin tones is accessible to children. However, items with positive images of disability are not easily accessed and this may limit children's natural acceptance of differences and similarities in others.

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

Children are developing good relationships with other children and with the adults at the setting. Friendships are encouraged and at the beginning of the session children sit together and talk excitedly about their school day as they have snacks. Each child is treated with equal concern and on special occasions such as birthdays, children sing happy birthday as the child wears a "birthday hat" and a birthday cake is enjoyed.

Children are encouraged to be aware of their emotions and in a small group they are able to discuss their feeling and say whether they feel happy, sad and why they feel the way they do. Early years children enjoy playing with each other. For example, with the dolls house and models of motor vehicle. Staff encourage children to play in mixed age groups and the older children are very accepting of the younger children as playmates.

Some children are becoming confident writers. They know how to sound out letters to make words and with support, use their imaginations to write stories. A comfortable book area is available and children select books and spend time looking at pictures as they relax after a busy school day. A selection of board games is available for children to play games with rules and learning to taking turns, using numbers and solving problems. Children enjoy looking at photographs of their involvement in various activities. They engage happily with the inspector as they recall what they did and who was involved.

Children's individual learning records are presented well. As well as photographs and description of activities, the areas of learning are identified with plans for further extension of learning. Staff have general feedback from teachers when they collect children and they pass relevant information on to parents when they arrive to collect their children. However, liaison with the school regarding children's learning and development is not formally in place. Therefore, children's learning in school is not included in assessments of the progress children make. It is therefore not be clear to others what children achieved as a direct result of activities provided in the afterschool scheme in addition to their school work.

Children's good health is promoted well. They are encouraged to play outside and to relax and let off steam through physical play. The school field is a spacious area where they are involved in games, making dens or sitting and talking with adults or other children. Children have satisfying and nutritious snacks such as sandwiches or toast. Fresh fruit is also provided. Drinks are provided at snack times and staff take a jug and clean beakers outdoors so children can have drinks if they are thirsty. Staff discuss with parents the procedures to be carried out for children who have food allergies in the event they accidentally eat something harmful to them. Individual records of the actions to take are clearly written with a photo of the child concerned.

Two members of staff have current first aid certificates and first aid boxes are kept accessible indoors and when children are playing outdoors on the field. Children behave well and there is consistency between what is deemed to be acceptable behaviour in the out of school provision and in school. Children can earn house points to be transferred to their school records from good behaviour. Children make positive contribution to charities such as Children in Need and they get involved in raising funds on Red Nose Day.

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	3
The effectiveness of the setting's engagement with parents and carers	2

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	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