

St Nicholas Chantry Out of School Club

Inspection report for early years provision

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Inspector

Jennifer Cutler

Setting address

St Nicholas Primary School, Highdale Avenue, Clevedon,
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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

St Nicholas Chantry Out of School Club was registered in September 1997 and provides after-school provision for up to 26 children from 3.15pm to 6pm during term time and a Holiday Playscheme from 8am to 6pm for up to 40 children. This also includes some school in-service days. The group uses the premises and grounds of St. Nicholas Chantry School in Clevedon. These consist of a light, spacious hall, the school kitchen and office area and an accessible lavatory. Children also have access to the children's separate male and female lavatories in the school. Outside, they use a large grassed area, enclosed courts and the playground. The Out of School Club may care for no more than 26 children from 4 years to under 8 years at any one time. Currently, it has 66 children on roll, of these, 46 are between the ages of four and eight years. Many children attend on a part-time basis. Numbers of children attending the holiday playscheme vary as bookings are taken before each holiday period. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are 13 part-time staff, plus a full-time manager, who either work in the after-school club or on the holiday playscheme. All staff are appropriately qualified or working towards a childcare qualification. These include a teaching qualification and National Vocational Qualification at Levels 1 to 3. The Out of School Club and the Holiday Playscheme are open to the wider community and are registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

St Nicholas Chantry Out of School Club is a safe and secure environment where the needs of all children are met. Children enjoy coming to the after-school club. The experienced manager knows the families and children well and has very good relationships with parents and carers, who value highly the after-school provision and the Holiday Playscheme. The play-based environment allows the children to meet friends of all ages and learn and play in a relaxed, warm and caring atmosphere. On occasions, opportunities to develop children's independence and to vary the activities available are missed. The manager and her staff clearly identify areas to improve and the club has a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to have access to books in a quiet area for purpose
- provide more opportunities for children to organise and prepare snack time so that they can develop their personal and social skills

The effectiveness of leadership and management of the early years provision

The Out of School Club is an inclusive setting which provides a good selection of age-appropriate play opportunities for the children who attend. The needs of all age groups are successfully met and, in particular, children enjoy playing in the spacious, school grounds. As a result, children of all ages play together, no one is excluded and they learn to appreciate each other's differences, skills and talents. The manager is very aware of the children's need to join in vigorous, physical activity, and has arranged for them to bring their scooters to the after-school club, enabling children to develop physical skills and learn about keeping safe. The safety of the children is high priority for the staff. There are good relationships with the school whose staff help with the smooth running of the club. For example, the youngest children are collected from their classes and accompanied to the school hall, registers are checked vigilantly and children trust the staff because they know they will be listened to. They are learning that there are good reasons behind the rules set, for example that making models of guns and swords is not encouraged. However, the children are not made aware of the necessity to keep their belongings tidy. The lack of suitable storage for coats and bags means that children's belongings are not stored in a safe way. This poses a potential trip hazard near the school hall entrance. There are robust procedures in place to make sure that all staff are suitably vetted to work with children and that they know what to do in the case of any child-protection concerns. Risk assessments are appropriately carried out and first-aid procedures are in place. Medication is carefully locked away and administered when necessary so that no child is at a disadvantage for medical reasons.

There are very good relationships with parents and carers, who hold the Out of School Club in high regard. Working parents and carers are particularly appreciative of the holiday play scheme. The manager is always available to tell parents and carers about the popular Out of School Club provision, particularly the holiday-time provision. All documentation is readily available to keep parents and carers informed about how the club is run, and all statutory information is on display and easy to access. Consequently, parents and carers have lots of praise for the staff and the valuable work done with their children.

The premises are very good and children have plenty of opportunities to play inside or outside. The manager has identified the need to buy more resources in order to ensure that children's interests can be fully met. She is very careful to make sure that the activities put out at each session are tailored to meet the needs of the age groups attending. The recommendations in the last report have been addressed. However, children do not always have sufficient opportunities to gain independence, for example by helping prepare and organise snack time.

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

Children enjoy coming to the after-school provision of the Out of School Club because they have a variety of activities which they can choose from. In particular, they enjoy playing outside in the spacious school grounds on their scooters. They know they are well cared for, wear safety helmets, and are helped to play safely. As a result, children of all ages play and learn together in a warm and caring atmosphere. This develops their personal, social and physical skills very successfully. Children of all ages are catered for and the very youngest have good role models to follow. The staff make sure that all children's individual needs are provided for and that all have equal opportunities. Behaviour is good.

If children choose, they can play indoors and this gives them the opportunity to play board games, use construction toys, join in art and craft activities or build dens under the tables with large cloths. Staff are good at sitting, listening and talking to children whilst they are colouring. The children are calm, concentrate for significant periods of time on colouring, tracing, cutting and sticking activities. The staff praise the children for their efforts and value their work, some of which is on display. Any achievements of note are recorded and passed on to the class teachers in the school to include in the children's portfolios. Planning sessions include varying craft activities so that they fit in with particular themes; for example, 'Child Safety Week', where children worked on a poster to promote fire-safety awareness. Consequently, the manager and her staff successfully evaluate the work they are doing with the children, although there are not always enough books out for children to choose, or an area where they can sit and enjoy reading a story in peace and quiet. This is a lost opportunity to develop children's language skills further and to give those who choose, the opportunity for a calm and quiet time.

Children know about making healthy life choices. They know about simple hygiene routines and enjoy a healthy, tea-time snack at after-school club. Although the children hand out the food, they are not fully involved in the preparation and organisation of snack time, so do not have the opportunity to develop their independence further or learn about health and safety procedures when preparing food for their friends. Furthermore, staff do not focus sufficiently on developing children's social skills in these situations.

Children learn about their role in the club and the wider community when they help tidy up the play equipment and when they make collections for charities, such as 'Red Nose Day'. They are prepared for adult life when they learn about keeping safe during 'Child Safety Week,' which teaches them about such things as fire safety and the emergency response services. As a result they are safe, happy, learning to get along and care for others, and are being prepared for adult life.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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