

St Mary's out of School club

Inspection report for early years provision

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EY330110

Inspection date

13/07/2011

Inspector

Cathryn Parry

Setting address

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Telephone number

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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 Mary's out of School club is managed by a committee. It was registered in 2006 and operates from the four rooms within the two storey old caretakers house in the grounds of St Mary's Church of England Voluntary Controlled Primary School. The ground floor has ramped access and the first floor is accessed by a flight of stairs. The setting is situated in the residential area of York in North Yorkshire. Children have access to a secure enclosed outdoor play area. The setting is open Monday to Friday from 7.45am to 8.30am and from 3.15pm to 6pm during term time.

The setting is registered to care for a maximum of 24 children aged from three years to under eight years at any one time. The setting also offers care to children aged eight years to 11 years. There are currently 72 children on roll, of whom 30 are under eight years. Of these eight 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. The setting supports children with special educational needs and/or disabilities.

There are three permanent members of staff and three regular supply staff, who work directly with the children. Of these, three hold a relevant qualification at level 3 in early years and two hold a teaching assistant qualification at level 4. 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 are happy and relaxed in the welcoming and friendly setting. The setting promotes and supports children's individual needs very well in an inclusive environment. The stimulating atmosphere gives all children the opportunity to make good progress in their learning and development. Children are engaged in a wide range of interesting activities that are appropriate for their age and stage of development. Overall, children's interest in the wider community is promoted well. The manager clearly evaluates the learning and development opportunities provided to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to show interest in different occupations and ways of life by inviting people who work in the community to talk to children about their roles

The effectiveness of leadership and management of the early years provision

Children are kept secure through good procedures for entry to the building. Staff have completed relevant safeguarding training and demonstrate a secure understanding of associated issues. Consequently, children are well protected. The effective recruitment procedure ensures all staff are checked with regard to their suitability, qualifications and experience in order to keep children safe. Children's safety is further enhanced with regular risk assessments and thorough daily safety checks of the premises and the outdoor area. They benefit from the knowledge gained by the staff attending various training courses and attending networking meetings with other early years providers. Staff deployment is good and there is a broad and balanced selection of resources, which are used effectively to enable children to progress well.

There is a high commitment to promoting equality, diversity and inclusion throughout the setting and its practice. Positive relationships with parents and carers help to ensure children's individual needs are met well. This is particularly evident for children with special educational needs and/or disabilities. The staff have a secure understanding of the benefits of working with other professional to enable children to meet their full potential. They have regular contact with other practitioners where care and education is accessed in more than one setting. This enables them to complement and extend activities.

The manager and the chair of the committee are very motivated, have high aspirations for the setting and strive to achieve the best outcomes for all children. The manager works with the staff who clearly reflect on the learning and development opportunities they provide. Within the self-evaluation process, the manager welcomes any feedback from parents, carers, children and other professionals. This contributes to promoting an inclusive environment. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on all documentation being kept up to date.

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

Staff clearly demonstrate a good understanding of the Early Years Foundation Stage framework and implement it well. Each of the areas of learning is well resourced and children are captivated and often inspired by the wide range of stimulating activities on offer. Knowledge of the wider world is promoted well through various practical activities and resources, which reflect cultural diversity and disability. However, opportunities to invite people into the setting to raise children's interest of different occupations and ways of life in the local community have not been fully explored. Children's self-esteem and confidence are encouraged as their photographs are proudly displayed around the rooms. They are encouraged to take responsibility for their words and actions, including helping to develop a set of 'club rules'.

Children have good opportunities to learn about living things as they plant and nurture spinach, tomatoes and herbs. Their communication skills are fostered well, resulting in competent speakers and listeners. A range of matching, sorting and sequencing activities promote their problem solving and reasoning skills. A variety of creative activities including painting plant pots and making pictures from beads, promote children's self-expression whilst having fun. They joyfully participate in physical play and have a variety of resources to use in the outdoor area. Children effectively develop their skills for the future as they access interactive resources and games on the computer.

Staff plan activities taking into account children's interests, capabilities and the experiences they have enjoyed at school. The manager has recently developed a new system for recording children's achievements, which effectively supports staff to monitor their progress. Detailed individual files are maintained, which include observations and photographs linked to the areas of learning to inform future plans.

Children demonstrate a strong sense of belonging due to the staff's friendly and approachable disposition. Their knowledge about personal safety is good. It is actively encouraged by reminders from the staff not to run down the path in case they trip, road safety activities and regular fire drill practices. Children's well-being is enriched through accessing a healthy diet. They take part in imaginative food related activities such as making faces out of fruit and baking bread. This encourages good lifestyle habits. Children are learning good personal hygiene practices through consistent routines and positive role modelling by the staff.

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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