

# St Michael's Out of School Care

Inspection report for early years provision

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<b>Unique reference number</b>	218377
<b>Inspection date</b>	13/07/2011
<b>Inspector</b>	Sharon Dickinson

<b>Setting address</b>	St. Michaels C of E First School, Market Place, Penkridge, Stafford, Staffordshire, ST19 5DJ
<b>Telephone number</b>	07758155699
<b>Email</b>	
<b>Type of setting</b>	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 Michael's Out of School Club opened in 1992 and is managed by voluntary committee, made up of parents of children at the club. It operates from a room in St Michael's Church of England First School in Penkridge, Staffordshire. A maximum of 24 children may attend the club at any one time. The club is open each weekday from 8am to 8.50am and 3.15pm to 5.30pm during school term times. All children share access to secure, enclosed, outdoor play area.

There are currently 30 children on roll, and of these, seven are in the early years age group. Children attend from the school and Penkridge Middle School. The club currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs four members of staff, of these, three have appropriate early years qualifications at level 3. The club is registered by Ofsted 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 satisfactory.

Children are safe and secure and enjoy their time at St. Michael's Out of School Club. Staff have a satisfactory knowledge of each child's individual needs and promote their welfare and development. A sufficient range of age-appropriate play activities and first hand experiences are provided. Partnerships with parents are sound and these benefit children's welfare and progress. Wider partnerships are also developing. Staff have recently begun to use self-evaluation to identify areas for development and improve outcomes for children and so the setting has a satisfactory capacity to progress.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- undertake sensitive observational assessment in order to plan and meet young children's individual needs (Organisation) 05/09/2011
- obtain information from parents about who has legal contact and parental responsibility for children. (Safeguarding and promoting children's welfare) 05/09/2011

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

- develop further a culture of reflective practice, through self-evaluation, to

identify the setting's strengths and priorities for development that will improve the quality of provision for young children

- improve and develop the range of toys and resources available, particularly those for older children
- develop further a regular two-way flow of information with other early years providers involved with the children's care to support planning and assessment for individual needs.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding procedures are good. The premises are safe, secure and well maintained. Staff closely supervise children throughout the session while still allowing them some independence. Staff have a clear understanding of their responsibility to protect children and know how to implement the local safeguarding procedures. A clear safeguarding policy is in place and staff have attended relevant training. Good recruitment procedures are implemented and all adults who have unsupervised access to children are appropriately checked and vetted. Staff are committed to providing a child-centred approach and they actively seek children's views. For example, children request and freely access self-chosen play activities and they are given a choice of meal for tea. Staff are committed to professional development and have attended various training events including first aid and food hygiene, helping to maintain children's safety.

The setting is welcoming and appropriately organised. Staff undertake thorough risk assessments so that any hazards are identified and minimised. Overall, reliable systems are in place for the maintenance of records which support the care and welfare of children. However, information is not obtained regarding who has legal contact and parental responsibility for the children, potentially compromising their safety. Clearly written policies also underpin practice and are shared with parents. Staff have begun to evaluate practice but as yet have not clearly identified strengths and priorities for improvement. The views of children and parents are sought to support the evaluation process. All actions and recommendations have been met since the last inspection.

Partnerships with parents, carers, other agencies and settings are satisfactory. Useful information is exchanged at the start of a placement to ensure staff are aware of parents' wishes, children's individual needs and capabilities. Close relationships are built with parents and staff keep them informed verbally about the children's well-being and what they have been doing. Partnerships in the wider context are developing. Communication books are used to pass information between home and school. Children with special education needs and/or disabilities are well supported as staff liaise with parents and others to effectively support continuity of care. However, continuity of care is limited as a regular two-way flow of information between the club and other settings to ensure children's progress and development towards the early learning goals.

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

Staff are warm and welcoming to the children. They fully involve themselves in children's play and conversations, and are positive role models. Staff have a sound understanding of how to deliver the Early Years Foundation Stage in order for children to progress well. They have devised systems to record observations and assessment of children's learning to monitor their progress towards the early learning goals but these have not yet been implemented. However, through discussion with parents and general observations of children at play, staff have sufficient knowledge of children's interests and capabilities and take these into account when planning activities. Overall, a sufficient range of play opportunities are provided, both indoors and outside, which are set out so that children can make independent choices in what they do. A satisfactory balance of adult-led and child-initiated activities is delivered, promoting a fun, learning environment. However, there are limited toys and resources available for older and more able children, to support and extend their play and learning.

Children effectively develop social skills as they form friendships and take turns on equipment, such as, the games console. Older children are identified to buddy and support younger children who are new to the club. Children's communication skills are developed through general discussion and enjoyable activities such as sharing books and comics. They have regular access to creative activities, such as painting, drawing and making collages. Early literacy skills are also promoted as children make marks with water and paint brushes on a large scale on the playground. Children particularly enjoy role play and resources, such as a workbench, kitchen and accessories are provided to support and extend their imagination. Basic mathematical concepts are introduced through practical and meaningful activities, such as board games and measuring ingredients for cooking. The children's knowledge and understanding of the world is increasing as they develop an awareness of the roles of professionals in the community. For example, the local police officer visited the setting to discuss safety issues with older children moving to middle school in the new school term.

The good health and well-being of children is well promoted. Consistent and effective hygiene routines help prevent the spread of infection. For example, both staff and children wash their hands before meal times. Children develop a positive attitude to healthy eating as they are provided with a varied and nutritious diet. Good opportunities are provided for outdoor play and fresh air. Children benefit from access to a spacious and well maintained outdoor play area with climbing equipment. They thoroughly enjoy outdoor activities, such as football, tennis and skipping. Children are taught about safety issues as part of the daily routine. For example, they regularly discuss and practise the emergency evacuation procedures so they are fully aware of what to do in the event of an emergency. Staff promote positive behaviour by using effective strategies. Children respond positively to a visual warning system based on red and yellow 'referee' cards. They take part in developing club rules and refer to them during play with peers. Children develop a good awareness of feelings and emotion as they complete the 'feelings board' on entry to the club, which leads to later discussion with staff about the reasons for

their moods and emotions. A display helps identify physical signs of anger and provides age-appropriate suggestions of how to deal with this. Children's confidence and self-esteem are fostered because the staff frequently praise them and are sensitive to their individual personalities.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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