

St Anne's Stay and Play

Inspection report for early years provision

Unique reference number 205447
Inspection date 30/01/2009
Inspector Mike Best

Setting address The Bungalow & Main Building, St. Annes C of E Primary School, Wyre Hill, BEWDLEY, Worcestershire, DY12 2UQ
Telephone number 01299 400116
Email
Type of setting Childcare on non-domestic premises

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.

Description of the setting

St Anne's Stay & Play Out of School Club opened in 1996. It operates from a self-contained bungalow and grounds within the perimeter of St Anne's C of E Primary School. It has links with the Early Years Foundation Stage (EYFS) provision in the primary school. The setting has use of the school's playing fields. The club is situated on the western outskirts of Bewdley and serves the local area. It has an enclosed outdoor area with play equipment and some all weather and safety surfacing. There is a gate to the school field where older children can play while supervised by staff. The club is managed by a voluntary management committee and has a committee of parents that meet regularly. It is on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

There are currently 78 children from five to 11 years on roll at the after school club and the holiday club. Children attend for a variety of sessions. The setting has access and facilities for wheelchair users and supports children with learning difficulties and/or disabilities. It opens five days a week all year round subject to a minimum number of places being filled during school holidays. Sessions operate between 07.45 and 09.00, and 15.15 and 18.00 during term-time, and 07.45 and 18.00 during school holidays.

There are nine part-time staff working with the children on a roster basis. Three of the staff hold early years qualifications at NVQ level 3 or above and one of these is rostered to be on duty in any one session. Three members of staff have a current paediatric first aid certificate.

Overall effectiveness of the early years provision

Children's learning and development is suitably organised and delivered, enabling them to make satisfactory progress and enjoy themselves in the setting. Arrangements for meeting children's individual needs in this inclusive setting are satisfactory and adequate steps are taken to ensure their welfare. Partnerships with parents and others are being developed to share information about children attending the setting. The setting's capacity for improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- continue to develop observation and assessment procedures to regularly monitor and record children's progress in each area of learning
- develop systematic procedures for monitoring and evaluating the work of the setting that involve all staff in order to inform priorities for future development
- maintain up-to-date records of staff qualifications and training

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

- keep accurate records of the checks made on the suitability of staff and volunteers to work with children (W1.1 Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 13/02/2009
- ensure that damaged fencing panels around the outside area of the setting are repaired or replaced (W1.1 Safeguarding and welfare) 23/02/2009
- keep Ofsted informed of staff and committee changes promptly (W4 Organisation) 13/02/2009

The leadership and management of the early years provision

The manager has developed a useful roster system which provides for appropriately qualified and trained staff to be on duty for each session. Staff share information with each other before and during each session to ensure that the needs and interests of the children are met. The setting is brightly decorated and staff are welcoming. Recent structural alterations have improved the layout of the setting. The setting has recently been subject to vandalism during evenings and weekends when the premises are not in use and this has resulted in a number of fencing panels around the outside area being damaged.

Children's safety is effectively promoted, with staff preparing and checking the outdoor area and the indoor facilities prior to the start of each session. Staff are familiar with their roles and responsibilities in supervising and caring for children and the daily routines run smoothly. Good procedures are in place to promote children's health and hygiene. Information about children's individual needs, such as any allergies or medical conditions are documented and known to staff. Children's behaviour is effectively managed in a calm and friendly way, with high expectations clearly understood and appreciated by children.

Appropriate written policies and procedures are in place, including those for safeguarding children, and staff are familiar with these. There are suitable systems in place for appointing staff and checking their suitability, and that of volunteers, to work with children. However, neither the required records of such checks nor up-to-date details of the qualifications and training undertaken by staff were available on the day of inspection. Currently, the setting does not keep Ofsted informed about changes to its committee and staffing which it is required to do so.

Staff informally exchange information with parents and carers when children arrive or depart. Staff make brief notes, arising from their observations of children during sessions, but these do not systematically record the progress children in the early years make in each area of learning. A helpful brochure provides parents with essential information about the setting and session plans, covering a four week cycle. In addition, parents have access to policies, information about complaints and other information on request. The manager keeps the management committee

and trustees informed. The setting maintains effective links with the school. Procedures for systematically monitoring and evaluating the effectiveness of the setting's practice, particularly in terms of its impact for children, are at the initial stages of development.

The quality and standards of the early years provision

Children make satisfactory progress towards the early learning goals. Planning covers a four-week period and takes account of the needs of children at the beginning and end of the school day. It covers all the areas of learning and provides the basis for an appropriate balance of adult-led and child-chosen activities.

The atmosphere is relaxed and informal, and children move between activities inside or outside. Children get on well with each other and with adults. Children discuss what they have done at school that day or with their families. Staff are sensitive in talking about differences to help children learn about others and the wider world.

Children engage well in their chosen activities and enjoy themselves. Staff show a positive interest in what they say and do, and guiding them to try different activities. In response to requests, staff let children choose the theme of the session's role play, supporting them with ideas and making suitable 'props' available. This is proving popular with children and enhancing the quality of their play. However, children need to ask an adult to get a board game or puzzle down from a shelf over the computer games table and some need to be reminded of the availability of these pastimes.

Children move around the setting confidently and show good regard for each other. They chat to each other as they eat their snacks. Children enjoy cutting, sticking and organising a range of materials for picture making, taking pride in their finished work. Others settle down to a 'good book' with an adult, either on their own or in a small group, while others use the outdoor area for ball or yard games. Children are familiar with technology toys, including the DVD and CD player.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding) 13/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding) 13/02/2009