

St Marys Breakfast And After School Club

Inspection report for early years provision

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Inspection date	06/09/2011
Inspector	Moira Oliver
Setting address	St. Marys Primary School, Burkitt Road, WOODBRIDGE, Suffolk, IP12 4JJ
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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 Breakfast and After School Club was registered in 2011, it operates from a new building situated on the grounds of St Mary's County Primary School in Woodbridge. The building is owned by Suffolk County Council and is shared with St Mary's pre-school. The club is one of five settings owned by a small family run company. There is a fully enclosed garden area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 7.50am until 8.50am and from 3.30pm until 6pm. The club takes children primarily from St Mary's School and they attend for a variety of sessions. A maximum of 26 children may attend the club at any one time. There are currently two children attending who are within the Early Years Foundation Stage. The club also offers care to older children up to 11 years of age. They are registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who are bilingual.

The club employs six members of childcare staff, all of whom hold appropriate qualifications at level 2 or above. One member of staff has Early Years Professional Status. The club 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, relaxed and settle with ease in the stimulating, welcoming and extremely safe environment. All children enjoy a varied range of play opportunities which are planned to meet their developmental needs and changing interests. Effective partnerships with parents and strong links with the pre-school and school ensure that the club runs smoothly and needs are met. Documentation is in place to support the staff to care for the children appropriately, however, some permission forms lack clarity. The staff are inspired by strong leadership and together they value the process of self-evaluation, demonstrating a high capacity for securing continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the clarity of written parental permissions for the seeking of any necessary emergency medical treatment or advice
- develop further opportunities for children to explore and expand upon outdoor play.

The effectiveness of leadership and management of the early years provision

Children are protected from harm. Training in safeguarding is fully prioritised for all staff and their practice is informed further by a clearly written safeguarding policy. The policy ensures that all staff can follow up any concerns about a child's welfare both confidently and efficiently. Robust recruitment procedures ensure that all staff complete the required checks to ensure they are suitable to be in regular contact with children. Children's safety and security is given high regard. The premises are secure, children cannot leave them unsupervised and unauthorised persons cannot gain access. Thorough risk assessments ensure that all areas and equipment are safe and suitable for young children.

Staff value the partnerships they foster with the parents and trusting relationships are built. They are available to speak to parents when they drop off or collect their children and valuable information is shared. Parents' views are encouraged through questionnaires and newsletters ensure they are kept informed. Parents receive a comprehensive welcome pack which includes providing permissions for emergency medical treatment and advice. The parents sign to agree to the clubs policies and procedures, however, parental permissions lack clarity.

Equality and diversity is promoted as the staff strive to provide an inclusive setting. They work closely with the parents to ensure they can care for every child effectively and appropriately, for example, care plans are used and discussed to ensure children's individual needs are met. Parents are encouraged to come in and share their culture, traditions, songs and festivals, extending the children's experiences, acceptance and understanding of their own and other cultures.

The club have formed very good links with the pre-school they share the building with. This effective partnership ensures that resources and equipment can be used to their full potential and cross-over times run smoothly, allowing staff to come in and set up for the children. The club works very closely with the school and the younger children are collected directly from their classrooms. Staff use this time to liaise with teachers sharing important information about the children's day at school. The manager has high aspirations for the quality of the service provided at the club. Staff are involved in the planning and evaluating and they have opportunities to contribute their ideas. They are well qualified and professional training is supported and encouraged. They work as a close team, sharing information, ideas and routine jobs.

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

Children play in a bright, stimulating indoor and outdoor environment. They are settled and confident as they develop strong relationships with the caring and enthusiastic staff. The atmosphere is relaxed and children confidently make choices as they select their own resources. The room is set out into areas and

there are ample, size appropriate, tables and chairs to enable children to sit together to play with cars, garages, a range of modelling materials, craft and drawing. They have access to a large role play area where children enjoy making meals with the wide range of play kitchen resources. There is a quiet area with cushions where children sit comfortably and share books. Children also have free access to a partly covered outdoor area.

Children enjoy making animals, snowmen and snakes out of the variety of modelling materials and add glitter for additional effect. They use their imaginations as they put the play people on the play ship and make them jump into the water or climb the mast. Children love the outdoors and play on the musical chimes, scoot around and kick a football. This is an area that is developing as there is not enough room to play football without the ball going over the fence. The club has successfully negotiated to use the school field which will offer additional opportunities to play large group games such as rounders and football. At present the children do not have opportunities for outings which would extend their play experiences and knowledge of their local community further.

Staff keep records of observations of the children's play in their individual learning books. Photographs complement these valuable observations which are used to plan exciting activities which follow the children's individual interests and abilities. The records are shared with the children's teachers and parents every term providing them with an insight into how children spend their time in the setting, their achievements and developmental needs.

Children play well together, co-operating with each other as they take turns with the games consul and wait for their turn with board games. The older ones help the younger ones and suggest ideas for model making and tips for using a pool cue to pot the balls. They understand the club rules and boundaries and ask permission if they need to leave the room to go into the cloakroom area. They learn how to keep themselves safe as they take part in fire drills and make Health and Safety posters to display in the club.

Children are learning to keep themselves healthy with a variety of foods and snacks. Healthy options are encouraged such as salad vegetables and fruit. They enjoy making their own sandwiches at tea time and they are provided with a choice of filling and extra food if they are hungry. Meal times are a sociable time where children and staff engage in relaxed conversations about things that interest them.

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

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