

St Barnabas

Inspection report for early years provision

Unique reference number EY311977
Inspection date 16/11/2011
Inspector Lisa Constable

Setting address St. Barnabas C of E First School, Hart Street, Oxford,
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Type of setting Childcare - Non-Domestic

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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 Barnabas Out of School Club is one of several run by Oxford Active Ltd. It opened in 2005 and operates within St Barnabas Church of England Primary School located in the Jericho area of Oxford. The club has use of the entrance hall, Key Stage 1 and Key Stage 2 libraries, the computer room, school hall outdoor playground. Children who attend come from the local community, and all attend the school. The club is registered to care for a maximum of 32 children under eight at any one time, of whom no more than 32 may be on the Early Years Register. Provision for older children is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently five children attending in the early years age range, with a total of 30 children on roll. The club is open from 3pm until 5.30pm on weekdays during term times. The club supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The club employs four staff, all of whom hold suitable and relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have positive relationships with the children who are settled and happy. The club works well with St Barnabas School to provide a popular after school provision that welcomes all children and meets their needs suitably. Adults have a sound understanding of children's development and emotional needs. While relationships contribute to the overall well-being of the children, partnerships with parents are weak and some specific welfare requirements are not met. Action taken for improvement has some beneficial effect on provision and self-evaluation is adequate overall. The club demonstrates a satisfactory ability to maintain improvement; however, as evaluation is undertaken solely by the manager, staff, neither parents or children are able to contribute to driving continuous improvement.

What steps need to be taken to improve provision further?

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

- inform parents of any accidents or injuries sustained by a child whilst in the care of the provider and of any first aid treatment given (Safeguarding and promoting children's welfare) 02/12/2011
- provide parents with information about the daily routines of the provision and the activities, food and drinks available (Safeguarding and promoting children's welfare) 02/12/2011

- maintain a daily record of the children's hours of attendance (Documentation)(also applies to both parts of the Childcare Register)

02/12/2011

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

- supervise children at all times, with staffing arrangements organised to meet the individual needs of all children
- encourage children to take more responsibility by helping with manageable tasks that interest them, such as preparing snack and dressing themselves independently
- improve departure procedures for children and parents
- improve the use of reflective practice and self-evaluation by increased involvement of staff, parents and children in identifying more accurately areas for development that will improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff demonstrate sound commitment to promoting children's safety. All undertake safeguarding training and know how to respond should concerns arise about a child's welfare. They conduct a thorough risk assessment to check the safety of the environment and equipment on an annual basis. Staff are inducted appropriately into the company prior to starting and have necessary background checks, so they are cleared as suitable to work with children. Staff do not always pass on details regarding accidents to parents or carers, which is a breach of a specific legal requirement. This lapse has the potential to place children at risk, as these adults may not respond appropriately if necessary. Additionally, departure routines are haphazard so that staff sometimes do not know who has gone home and who remains, although school staff monitor the exit which prevents children leaving without a known adult. This results in an inaccurate record of children's hours of attendance, which is another breach of a specific legal requirement. The system has the potential to place children at risk in an emergency, as staff may not know who is present.

The club has good staff retention, which is reflected through the relationships the children enjoy with adults. The manager has addressed some areas for development through an internal audit. Self-evaluation has prompted some positive changes, including meeting some of the previous recommendations, such as implementation of a termly fire drill and improvement in the entrance procedures for recording the register of attendance for children.

Staff promote equality and diversity and tackle unfair discrimination adequately. Limited opportunity to display children's work, posters or relevant literature means that the many different cultures, religions and backgrounds of children are not reflected in this way. Nevertheless, staff manage to promote difference satisfactorily through conversations. Parents provide necessary background information, which staff use to meet the individual welfare needs of the children, when in the club. All children are included and feel part of the club, with staff adapting resources suitably to meet children's requirements.

Resources are appropriate for the age, stage and interests of the children present. They are of sound quality and children have access to a wide range. These include an interactive computer game, art and craft activities, puzzles and a climbing frame outside. Sometimes staff deployment means that they are not always available to provide necessary support. For example, some children find opening and closing the door to the outside area particularly difficult and adults do not always supervise this. In addition, there is little opportunity for one to one conversations, or discussions in small groups when appropriate such as at snack time. The club's partnership with parents is weak. It does not take sufficient account of parents', carers' or children's views, which means they have little say in decisions about the current or future provision to help drive improvement. General communication with some parents is poor. While they have access to a useful notice board and informative newsletter, some do not receive information on what their children do, eat or drink. This is a breach of a specific legal requirement, as children may not be cared for as their parents wish. Despite this, parents state that their children are happy within the club. The club works closely with St Barnabas Primary School and most club staff work in the school too. This link means the club can complement the work of the school day and provide consistent care suitably for the children.

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

Children appear to feel happy and safe. They enter the club at the end of the school day with a positive attitude. They have secure relationships with the staff, who show that they have sound awareness of children's developmental and personal needs because most know them from school. Older children in the club often have a positive effect upon the care of the younger ones. They are sensitive to the needs of the younger children and happily include them in their play and conversations. Most children mix well and build positive friendship groups as they play alongside each other. Children show confidence and good self-esteem. They make satisfactory progress, particularly in communicating, language and literacy. Bi-lingual children and those learning English as an additional language develop conversation skills quickly while attending. Adults working directly with children have sound knowledge of the learning and development requirements of the Early Years Foundation Stage. They use appropriate language to support the children and encourage them to tackle challenges whilst at play, so gaining positive attitudes to solving problems.

Children are encouraged to make choices in their play from the variety of activities available. Adults plan activities based upon what they know the children like to do, hence, all children seem involved and engrossed in their play. They may use a wide range of art and craft activities, some of which are led by adults. Children enjoy using playdough with cutters and rolling pins, along with painting and papier-mâché activities. These craft activities are particularly enjoyed, helping all children make at least appropriate progress overall.

Children have sufficient understanding of how to stay safe within the club. Some children willingly participate in outdoor physical activities, even in the dark, and know that they must wear a high-visibility jacket when they do so. Adults usually

help children's put on coats and take them off for them, missing opportunities to encourage their independence in developing these useful skills. Children show some understanding of healthy lifestyles. This knowledge is encouraged through the provision of a wide range of healthy items for their snack such as blueberries, raspberries, crackers, milk and water. Staff prepare and distribute snacks, which restricts children from taking on small responsibilities and making a more positive contribution to club life. Most children follow appropriate personal hygiene routines, such as washing their hands after using the toilet, although sometimes require prompting by adults.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	4

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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:

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 on the early years section of the report (Records to be kept) 02/12/2011
- the registered person must make information available to parents about the activities that children will undertake (Providing information to parents) (also applies to the voluntary part of the Childcare Register) 02/12/2011

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 on the compulsory part of the Childcare Register section of the report (Records to be kept, Providing information to parents) 02/12/2011
- take action as specified on the compulsory part of the Childcare Register section of the report (Records to be kept, Providing information to parents) 02/12/2011