

Christchurch After School Club

Inspection report for early years provision

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Inspection date

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Inspector

Carol Cox

Setting address

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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

Christchurch After School Club is managed by a company. It registered in 2011 and operates from Christchurch C of E VC Infant School, Downend, South Gloucestershire. Children have access to an enclosed outdoor play area. The club is open each weekday during term time from 8am until 8.50am and from 3.15pm to 5.45pm.

The club is registered on the Early Years Register to care for a maximum of 24 children in the early years age group. The club is also registered on the compulsory and voluntary parts of the Childcare Register and may care for older children. There are currently three children in the early years age group on roll. The club employs a manager and a bank of staff to work with children. The manager is suitably qualified and most staff hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Christchurch After School Club generally meets the care, learning and development needs of children appropriately. Suitable arrangements are in place to provide an interesting and challenging environment, which is safe and secure. However, children are not practising regular fire drills to help them develop an awareness of safety. Staff build suitable relationships with parents and others to identify and meet the individual needs of every child. The staff are demonstrating a sound capacity for continuous improvement since registration. However, they are not yet making effective use of self-evaluation to reflect in detail on their practice.

What steps need to be taken to improve provision further?

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

- develop the children's understanding of how to keep themselves safe through practising regular fire evacuation drills
- develop a system of self-evaluation to identify more effectively the strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by knowledgeable staff who attend regular training in child protection issues. The clear policy and procedure follows the guidance of the

Local Safeguarding Children Board. Staff make suitable risk assessments of all aspects of the club. There is a clear fire evacuation plan in place, although this has not yet been practised with children to develop their awareness of safety. Staff follow a secure system to identify adults authorised to collect the children in order to keep them safe. Appropriate recruitment and staffing procedures mean that all staff are suitably qualified and checked before they work with children. The premises offer large indoor playrooms and secure outdoor play spaces, which children can freely access. There is a reasonable range of resources, materials and toys, which children can select to support their play. Resources reflect images of a diversity of people and their lives.

Children's individual needs are identified through building sound working relationships with parents and others. Staff act as go-betweens, for example, between for reception teachers and parents. Parents are given clear information about the club through newsletters. Staff and parents share informal feedback at collection time. Parents and children contribute their comments about the club. All documentation, policies and procedures are shared with parents who sign to confirm they have read them. There are appropriate systems in place to record the administration of medication, incidents and accidents. The manager and staff have not yet made a formal detailed evaluation of the setting. However, the manager has experience of using a quality assurance scheme and has made some informal evaluations and improvements. For example, a relaxing corner has been created to meet the needs of children after a hectic day in school. The staff demonstrate sufficient capacity for improvement since registration.

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

Children enjoy a suitable range of activities, which are appropriate to their needs after a busy day in school. The activities reflect the six areas of learning of the Early Years Foundation Stage framework. Children happily run and climb in the outside play area and settle cosily in the relaxing home corner. They enjoy friendly relationships with staff and other children. Staff involve children in planning activities so they can choose to share adult-led activities, such as making chocolate crispy cakes or practising circus skills. Children initiate their own play and games since they can access a satisfactory range of resources. They use the home corner, for example, to set up a shop and sell groceries. Staff are developing records of children's learning, which they use to inform the planning of future activities and demonstrate children's satisfactory progress. Children enjoy talking and listening to others, for example when sharing games. Children learn to appreciate differences between people's lives and have opportunities to find out about the backgrounds and cultures of others. They are steadily developing skills to support their future learning.

Children learn about healthy lifestyles and develop an appropriate understanding of their own physical needs. They choose what to eat and enjoy a good balance of healthy snacks and drinks. Staff keep a list of the specific dietary needs of each child and are vigilant in listing any allergies or intolerance to avoid cross-

contamination or adverse reactions. Children enjoy some boisterous and challenging play both inside and out. They take part in challenging physical activities, as they try to kick footballs up a walkway. When children become unwell, there are sensible procedures in place to help them feel comfortable whilst waiting to be picked up. Children are starting to learn about safety through games and discussions. They agree 'golden rules' and generally behave very well. They contribute to the club with suggestions about future activities and enjoy seeing their own work on display. Children are generally content and settled. They enthusiastically take part in activities and are beginning to show a sense of belonging within the club. They form positive relationships with other children and 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?	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	3

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: Met

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