

St Georges Out of School Club

Inspection report for early years provision

Unique reference number	501487
Inspection date	29/11/2011
Inspector	Nicola Nolan

Setting address	St. Georges C of E Junior School, Buxton Road, Stockport, Cheshire, SK2 6NX
Telephone number	0161 476 2765
Email	
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. Georges Out of School Club was registered in 2001. It is situated in the Heaviley district of Stockport and operates from the Parish Rooms that belong to St. Georges Church, which are in the same building as St. Georges C of E Primary School. Rooms used comprise of the main hall, smaller hall and kitchen. The school playground is used for outdoor play activities. Out of School Day Care is provided from 7.15am to 8.50am and 3pm to 6pm, Monday to Friday, during school term-times. The group is registered to care for 46 children, there are currently 70 children on roll, of these 20 are aged from four to eight years. Children attend for a variety of sessions. The group is able to support children with special educational needs and/or disabilities and also children who speak English as an additional language.

The group is managed by a committee of parents, who employ a manager and team of staff to run the group on a day-to-day basis. The manager and half of the staff hold level 3 recognised childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy themselves at this setting and are confident and share good relationships with the staff and their peers. Children's learning and development is promoted as they endeavour to work in partnership with the main providers of the Early Years Foundation Stage. Children are well provided for and their emotional needs are mostly met, however, the children do not have access to a key person and this limits their well-being. The setting shows satisfactory capacity to improve, although, self-evaluation is in its infancy and is an area for development in order to continuously improve the quality of provision for all children.

What steps need to be taken to improve provision further?

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

- ensure each child is assigned a key person (Organisation). 12/12/2011

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

- implement a quality improvement process, such as the Ofsted self-evaluation form, as a basis of on-going internal review to assess what the setting has to offer against robust and challenging criteria.

The effectiveness of leadership and management of the early years provision

Children are protected well because the staff are aware of their duty to safeguard the children in their care. The children are protected from harm as there is a policy and procedure to follow should there be any concerns about a child. Risk assessments of the environment are carried out regularly to ensure the safety of the children and staff constantly supervise the children. Robust recruitment and vetting procedures also ensure children are well protected. As a result, children's welfare is given high priority.

Children have access to a wide variety of resources and are supported well in activities of their own choosing and those led by adults. Resources support learning and are organised effectively, taking account of the children's stages of development. Children benefit from the knowledgeable, patient, caring and fair staff and this is identified as strength of the setting. The vision and priorities for improvement are restricted due to the nature of the setting. For example, space and storage of resources is limited as it is a communal building. The allocation of more space and resources is identified as an area for improvement. The setting already has an effective system in place to take account of the views of parents. For example, there is a parent's comments and suggestions book. However, using this information consistently to self-evaluate and developing further the reflective practice that already takes place would ensure the quality of provision for all the children.

Children also benefit from the relationships the club has with parents and carers and other providers delivering the Early Years Foundation Stage. Parents are given information about the setting when their child first attends and they have access to the policies and procedures. This ensures they are well informed about how the care of their children is organised. Parents are invited to look at the learning files of photographic observations and this ensures that learning is supported. However, the children are not always having their needs met as there is no key person system in place. This means that access to emotional support for the children is not always planned for and can affect the children's learning and well-being.

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

Children are settled and feel safe and secure at the club because the staff ensure that the children are protected from harm. For example, children are taught about 'stranger danger' and asked to demonstrate their own understanding of this. Children's learning and development are promoted by the club. They enjoy the relaxed friendly atmosphere of the club where the staff are sensitive to their individual needs. Staff make observations of play and identify next steps in learning. Children's learning is supported when the staff interact and communicate with them. For example, staff ask the children what is happening to the animal characters they play creatively with. This values the children's imaginative skills. Children persevere to do things they are interested in and enjoy interacting with

other children. For example, they build and construct using construction equipment and join in with other children as they make up their own role play. Counting is encouraged during adult-led activities. For example, children are asked to count how many sweets are on the biscuits that they ice. Children share books and discuss characters together because the books are accessible and the book area is comfortable and inviting. They use mark-making materials and talk to their friends about what they are writing. The children smile and laugh as they enjoy the activities provided by the club. This means the children are able to develop skills in all areas of learning and develop skills for the future because the resources are available and support this.

Children engage in a wealth of physical exercise inside and outside and are encouraged by the staff to join in fun group games. For example, children run around the room playing 'wink murder'. Healthy snacks are prepared on the premises and take account of children's individual requirements. Children's personal hygiene skills are developing because there are daily routines in place. For example, they use anti-bacterial gel before they eat snacks and are reminded to wash their hands after using the toilet. This ensures that children have a healthy lifestyle.

Children's behaviour is acceptable and reflects the role models provided by the staff. They are respectful and friendly to each other and play together happily. Children learn about differences through celebrating festivals and from resources that are available. As a result, children develop positive attitudes towards themselves and others. Overall, children are making satisfactory levels of progress towards the early learning goals in all areas of learning.

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	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	3
The effectiveness of partnerships	3
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	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	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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