

St. Michael's Out-of-School Club (Mickey's)

Inspection report for early years provision

Unique reference number	EY229746
Inspection date	26/01/2012
Inspector	Jameel Hassan
Setting address	St Michael's CE Primary School, Marston Road, Oxford, Oxfordshire, OX3 0EJ
Telephone number	01865 241476
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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 Michael's Out of School Club (Mickey's) registered in 2002 and is managed by a voluntary committee. It operates from the main hall in the St Michael's Church of England Primary School in the Marston area of Oxford city and serves the local area. Children have access to outdoor play space. The club opens on weekdays from 3.15pm to 5.45pm during school term times. There is a holiday play scheme which is open on some weeks of the school holidays. The club may care for no more than 24 children from 4 years to under 8 years; of these, not more than 24 may be in the early years age group at any one time. There are currently 67 on roll between the ages of four and 10 years and two of these are in the Early Years Foundation Stage (EYFS). The club supports children who have special educational needs and/or disabilities. Support is also offered to children for whom English is an additional language. The club employs four part-time staff and two of them hold appropriate early years qualifications. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Mickey's after-school club is a welcoming environment for children and their welfare is promoted satisfactorily. Since the last inspection, staff have worked to make some improvements, particularly by introducing a snack time and self-evaluation of the club's performance. There are satisfactory opportunities for children's development and learning inside the club but staff have an insufficient understanding of the Early Years Foundation Stage curriculum to ensure the needs of all children are met. The leaders and committee have a satisfactory capacity to ensure improvement to promote better outcomes for children

What steps need to be taken to improve provision further?

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

- when recording daily risk assessments include information on who conducted them and any action taken following an incident
- provide appropriate planning to cover all six areas of learning
- make regular assessments of children's learning in order to share a child's progress with their parents, and to inform future planning
- extend staff's understanding of the Early Years Foundation Stage curriculum

The effectiveness of leadership and management of the early years provision

The club has sound procedures to keep children safe. The premises are secure and can only be entered through the school. The staff have been vetted and visitors sign in on arrival. Leaders are aware of the children's allergies and health conditions and they are sensitive to each child's needs. The staff carry out limited risk assessments on the activities to reduce the risk of accidents. The staff understand how to safeguard children because they attend training and an induction programme is in place for new members of staff. The staff are trained in first aid and know how to handle food hygienically although daily risk assessments are not recorded in sufficient detail.

The club works well with parents and carers who can talk to staff when they collect their children. Parents and carers give their views about the way the club is run and what activities it provides so that they are involved in evaluating it. For example they can attend committee meetings to give their points of view. Minutes of meetings show that actions are documented and carried out, such as the purchase of a television system to allow children to watch children's television. Parents and carers feel that their children are safe in the setting. Children are brought to the club by their class teacher. The leaders talk to the children's teachers when they arrive each day. This means leaders know what sort of day each child has had and how they are feeling. This is reassuring for parents and carers and means that the leaders know the children well and can support them. The after-school club is supported by a local development worker and a member of an after-school club network which helps staff to learn about good practice and adapt their provision to improve outcomes for children. Leaders demonstrate satisfactory self-evaluation and ensure a suitable focus on promoting diversity and equality. The club has improved since the last inspection as a result of leaders' and committees' commitment to self-evaluation. However, staff keep minimal records of the children's progress and how to identify the next steps each child needs to take in order to make further progress. Parents and carers have an opportunity to look at their child's work and make comments through the 'Wow' book. The committee and staff meet to evaluate the provision and procedures and to plan improvements they can make to give the children more opportunities to learn. Leaders ensure that appropriate resources are deployed.

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

The children enjoy their time in the after-school club. Children of different ages play together well and this helps them in their social development. The children feel safe and know the adults will help them if they need them. Leaders interact well with the children. They know the children well and use positive language to encourage them to develop new skills. They encourage children to develop their

own play activities. Children concentrate on planned activities and like to use their imagination, for example by using tunnels to make transport and move other children around by pretending to be trains. The children develop their creative skills through drawing pictures, designing and junk modelling. A completed model or picture can be put in the 'Mickey's Scrap Book' for their parents to see. However, staff make insufficient use of day-to-day assessment to record children's progress. As a result, planning for all six areas of learning is not informed by children's prior learning.

Equality and diversity are promoted successfully when children learn about different cultural events, for example the celebration of Halloween, Christmas and, recently, Chinese New Year. Leaders provide some exciting tasks for the children, such as cooking noodles, dressing up as ghouls and ghosts, and making Chinese and pumpkin lanterns. This gives them satisfactory opportunities for improving their key skills, for example in speaking and listening, weighing and measuring and knowledge and understanding of the world. Children get useful opportunities to develop their future skills through mark-making opportunities and when using the school computer room a few times a week, through using mathematical programs.

The children have a satisfactory understanding of how to avoid the risk of infection and keep healthy. They wash their hands before snack time. At snack time, they socialise and talk about their day at school and what they may play next at the club. They eat fruit, cheese and drink sugar free squash. Some of the children enjoy being physically active and there are opportunities for children to be outside in the fresh air and enjoying themselves

Children's views about the club are gathered during the sessions and contribute to improvements, such as the recent addition of a toy kitchen. The children benefit from the older children taking responsibility for helping them and supporting them in their play. During the session, children take responsibility for clearing up and putting away the equipment used. Children are polite and they respect adults. They show an appropriate awareness of safety issues and their behaviour is satisfactory.

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	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	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