

St Cecilia's Afterschool

Inspection report for early years provision

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Inspector

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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

St Cecilia's After School club was registered in 2002. It is one of five privately run settings and is based in St Cecilia's Infant School situated in the West Derby area of Liverpool. The club is held in the school hall and has the use of two classrooms when the hall is unavailable. There is a secure fully enclosed play area at the back of the school which includes a low-level assault course that the children can use. At the front of the school is a grassed area which is accessed directly from the hall. This is used for children's outdoor play. The setting serves children attending St Cecilia's infant or junior school.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates a breakfast and after school club during term time. It is open Monday to Friday from 8am to 9am and 3pm to 6pm. The setting is registered to care for a maximum of 32 children any one time. There are currently 66 children on roll aged from three to 11 years. Of these, 24 are in the early years range.

The setting employs two permanent staff and one sessional worker to work with the children. All staff have a relevant early years childcare qualification. They are supported by the school staff, Liverpool Children's Services and are a member of 4Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in this setting are cared for in a secure environment by knowledgeable practitioners who show a passion for their role. Staff are committed to promoting respect, equality and diversity within the setting. Children's individual needs are effectively met because the staff share appropriate information with school and parents. This develops relationships and helps children make good progress. However some learning opportunities are missed. The setting is well organised with good routines, policies and procedures to ensure the children's welfare needs are met. Staff regularly review their provision and practice. They identify strengths recognise areas for development and plan accordingly. This indicates a good capacity to improve the service they offer and positively impacts on outcomes for children.

What steps need to be taken to improve provision further?

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

- provide further opportunities for children to develop their skills in problem solving, reasoning and numeracy
- develop the key person system to ensure that each child has a dedicated person within the setting to meet their needs and respond sensitively to their

feelings, ideas and behaviour.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff have a good broad knowledge of safeguarding procedures. Risk assessments are carried out regularly and annotated. This means that children are well protected when using equipment and resources. They are able to move round the setting with ease and are confident when using the outdoor play area. Children are further protected because there is a robust signing in register for visitors and the setting keeps good records including accident, medication, attendance and fire drills. There are secure recruitment procedures which ensure staff are suitably checked to work with children. New staff or students are fully supervised until their checks are received. Staff demonstrate a good knowledge of the Early Years Foundation Stage. This is evidenced by meetings with the school staff and recent training. Adults successfully support children to make good progress in most areas of their learning and development. However there are few opportunities for younger children to develop problem solving and numeracy skills during the session.

The environment is well-organised indoors and outside to enable children to make choices about what they want to do. This means that children enjoy their experiences and develop appropriate skills for the future. There is wide range of accessible resources and activities for children to choose from. Outings are well planned. The play leader has been given a special award by the school for organising a very successful bonfire party for children and parents. Staff understand the importance of working in partnership with others. The play leader works in the infant school as a lunchtime supervisor. This means she knows the children well. She meets regularly with school staff to ensure good transition and continuity of care for children. Staff have good relationships with parents and carers. On registration they gather useful information about each child, such as parental details, collection instructions, dietary and medical needs.

Self-evaluation is ongoing. Staff consult with parents, school and children in this process. The strengths of the setting are in it's relationships with the school and parents. This ensures good transition and continuity for the children. Areas for development include the introduction of a key person system to ensure that younger children have a dedicated person within the setting to meet their needs and respond sensitively to their feelings, ideas and behaviour. Parents value the setting. They praise the staff and say they are approachable they know the children well and are very good at ensuring good behaviour. They support the setting by helping children to follow the rules. 'We love it here we get good feedback and our children get the support they need after school just to play and have fun with their friends'.

Children create interesting displays celebrating birthdays, diversity, healthy eating and cultural events such as Chinese New Year. Children's work is displayed in simple and sensitive ways. This values their contribution to the setting and means that they develop positive attitudes towards themselves and others. All children are

included in activities. Discriminatory comments or attitudes such as 'only girls can play in the home corner' are challenged by staff. This upholds the ethos of inclusion for all.

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

The setting offers a welcoming friendly environment where children can relax and play after a busy day at school. Children are enthusiastic when entering and seek out adults to share their experiences and stories. Photographic evidence and observation indicates that children make good progress in most areas of learning and development. Planned activities are based on observation of children's interests and linked to school topics. As a result, children enjoy extended learning opportunities. For instance, children make baby owls and bird feeders as part of a topic on animals in winter. They talk about the needs of birds and how they can help. Children enjoy role play, build structures and make models using a variety of materials. Each child has a learning journey. Staff record observations, link achievements to the early years development matters and display annotated photographs of children at work and play. Information is used to plan next steps for learning and track children's progress towards the early learning goals.

Children's behaviour is very good. This is because staff are exemplary role models. They speak to the children in quiet calm voices and use good manners at all times. The rules of the setting are displayed in a clear child-friendly way. All children respect the staff decisions and are able to change unwanted behaviour accordingly. For example, when children disagree during a game staff step in to facilitate positive outcomes. Each child is asked to shake hands, say 'sorry' and think of another way to complete the game. Children listen and decide to change the winning strategy. Staff give high levels of praise and encouragement.

Indoor play is enhanced by whole group games such as using the parachute to reinforce learning whilst having fun. All children join in as older children support younger ones to hold and lift the parachute. Children suggest alternative forms of 'find the ball' and 'chase the mouse'. They learn to listen, take turns and play safely. When playing children use some mathematical language such as triangle and square. They count to 20 and look for coloured shapes, however further opportunities for problem solving and numeracy are missed. Adults support play by joining in, choosing leaders and adding music. Children understand the exhilaration and tiredness of such games and seek rest in the quiet area.

Older children are encouraged to support younger ones. For instance, when arriving from school they help each other with coats and shoes. They read books together and help at snack time. This embeds a sense of responsibility and promotes good relationships. Children are keen to share their artwork and talk about why they chose a particular colour or material. They ask questions and enjoy learning new facts. In this way children's language is extended and they learn to think critically.

Good hygiene routines are in evidence. The children wash their hands before

snack. They wipe their noses and put tissues in the bin. They remove jumpers when hot and access water to rehydrate after exercise. At snack time children enjoy meaningful conversations about their favourite food, the best cheese and what makes a good birthday party. Children are offered a range of healthy options including cheese, meat, crackers, wraps, fresh fruit and water. Older children help younger ones to cut apples and explain safe use of knives. Children remind each other not to reach over but to ask for the fruit bowl. Adults join in conversations and encourage children to express themselves verbally. As a result, children develop good language skills. Within this setting children have fun. In discussion and from observation it is clear that they respect and value each other and the adults who support 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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