

YMCA After School Club@St. John Fisher Primary School

Inspection report for early years provision

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Inspection date	21/02/2012
Inspector	Anita Clifford
Setting address	St John Fisher RC Primary School, Grand Drive, London, SW20 9NA
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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

The YMCA After School Club @ John Fisher Primary School became registered in 2005. It is situated in the London Borough of Merton and is one of several clubs run by the same organisation. The club operates from two rooms in a building situated at the back of the school in the main playground. The club is only for use of children who attend the school. Children have use of an outdoor area with different surfaces. It is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Children are drawn from the local community. Currently, there are 26 on roll in the early years age group, the youngest of whom are aged four years. The club is registered for up to 32 children each session. The club opens each weekday from 3.15pm to 6pm. There are three members of staff who may work with the children, of whom two hold relevant qualifications, with the manager holding a relevant qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children benefit from the club's location through using many of the school's facilities and because club practitioners liaise well with school staff. All children enjoy equal access to a wide range of interesting experiences that complement their school day. Their individual care needs are generally met well. Staff have improved the provision since the previous inspection and undertake effective evaluation regularly. As a result, they show a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the system to record visitors by including details of departure times.
- provide a suitably equipped area for children to rest , relax or sleep as needed and support children in gaining a better understanding of their physical needs after the busy school day

The effectiveness of leadership and management of the early years provision

Staff safeguard children carefully overall, being aware of how to implement required policies and procedures to protect children's welfare. Recruitment systems for new staff include necessary vetting, so that all who work with the children are cleared as suitable to do so. Staff check the environments used thoroughly, so that children play in safe and clean surroundings. During club sessions, fire exits are

open in order to aid swift evacuation, if needed. A visitors' book is kept, however, the record is incomplete because some details are omitted. Sensible systems mean that children are escorted safely to the club from their classroom at the end of the school day.

Staff set out the rooms used by the club well, with a range of well chosen resources and activities. This arrangement includes a space in which to look at books, but there is no suitable area for children who are tired and need to rest. Other than this, space and equipment, both indoors and out, are used well to support children's learning and development. Staff use a 'resource centre' to broaden the range of equipment available for children's use; this system demonstrates the staff team's good commitment to sustainability.

The manager, who is relatively new to the post, takes responsibility for evaluating the provision, but seeks the views of staff regularly, having recently updated an evaluation tool. She drives improvement well, monitoring staff performance through observation, as she works alongside them. Training needs are determined and met, either through attendance at local authority courses, or through those provided by the parent company; consequently, outcomes for children are good. Recommendations from the previous inspection have been addressed well.

An effective 'key person' system, where individual staff are responsible for named children, works well overall to meet individual children's needs. Staff and parents communicate effectively, so children's backgrounds and preferences are known, and starting points established. Staff provide full details of children's daily activities, so parents may know what children do while attending the club. Staff promote equality determinedly, making sure all children are able to take part in team games, for example. Additionally, they promote respect and understanding between children by reflecting their varying backgrounds within club activities. For example, they plan meals and cooking activities that include ethnic recipes or reflect special religious days, such as Shrove Tuesday. Liaison with parents contributes effectively to the provision of new resources, widening children's experiences.

Wider partnerships work well too, as staff make effective use of their location on the school site, sustaining good collaboration with school staff. Regular communication results in information about the children's school days being shared well to promote their achievement and well-being.

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

Staff plan activities and experiences well, that complement the school day without trying to replicate it. They cover all six areas of learning and know children well enough to provide effectively for their interests and stages of development. The lack of a suitable area in which children can rest if necessary when tired after the school day, means that sometimes they may not get the most from the activities offered. Similarly, children are not always aware of their personal needs in relation

to healthy living, sometimes deciding not to have a drink; this too may affect their degree of participation. Nevertheless, children progress well overall in learning about healthy lifestyles, choosing to eat fruit, enjoying their play outside in the fresh air and managing their personal hygiene needs. They regularly wash their hands, understanding the need to undertake this routine before eating.

Children choose when to go outside. They use a range of equipment to develop and extend their physical skills, climbing competently and safely on a large climbing frame, for example. They clearly feel secure when in the club, entering happily in the company of their key person. They are taught how to behave safely when there; for example, staff explain that if children swing a cushion, the zip can hurt them or their friends. Children behave well overall benefiting from close supervision from staff, including in the outdoor area, where staff chat with all children and encourage their enjoyment of outside activities.

Indoors, children move around confidently, choosing what they wish to do and either playing by themselves or with their friends. Relationships are good and children enjoy chatting with staff. Staff provide a good mix between planned activities and those that children choose for themselves. Children delight in using re-cycled materials to create a 'Space-age city'; they play board games and engage enthusiastically in imaginative play, pretending to give injections warning that 'This may hurt!'

Staff lead well planned special activities, sometimes in response to special days. Children thoroughly enjoy mixing pancake batter, taking turns happily and discussing what sort of fillings they have in pancakes at home and those that they like most. They learn that not everyone has the same tastes or eats the same types of pancake, so building their understanding that families differ. Staff provide a range of pancake fillings, that are mostly healthy, and encourage children to try new flavours to broaden their tastes. Children chat about whether they prefer bananas, chocolate sprinkles or raisins, showing they are willing to join in conversations but able to listen to others too.

They practice other skills that will be useful in their future lives, as they use writing implements and computers in a relaxed way. Staff encourage children to write their own stories and children draw pictures skilfully. They use age-appropriate computer programs and games, using equipment deftly. Children enjoy contributing to club life, such as helping to cook their meals, laying tables and willingly clearing away crockery.

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

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