

St Marys Breakfast and Afterschool Club

Inspection report for early years provision

Unique reference number	EY435412
Inspection date	02/03/2012
Inspector	Jenny Kane
Setting address	St Marys Catholic Primary School, Northwood Road, Whitstable, Kent, CT5 2EY
Telephone number	01227 272692
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 Marys out of school club has been registered since 2011. It is one of four out of school clubs run by Kindergarten Kids Ltd. It operates from the main hall and one classroom of St Marys Catholic Primary School in Northwood Road, Whitstable. Links with the school have been established. Children have access to secure enclosed outdoor play areas.

The provision is open Monday to Friday during term time. The breakfast club is open from 7.30 to 8.40 am and the after school club from 3.15 to 6pm. The group serves the local school. Access to the hall is good but the classroom is accessed via several steps. However, it would be possible to use the end gate into the playground and there are disabled toilet facilities in the main school building.

The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children under eight years may attend at any one time, of which 10 may be in the early years age group and none may be under 3 years. There are currently 70 children on roll, of which 12 are in the early years age group.

There are seven members of staff, some working flexibly. Of these, five hold appropriate early years qualifications. The club supports children with special educational needs and/or disabilities. They receive support from the local authority's early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and secure in the club which operates out of school hours. They have good relationships with staff they know well and who work together in partnership with their teachers. Staff plan activities to compliment the learning which children have received at school. Good relationships with parents results in effective sharing of information, ensuring the meeting of children's individual needs. Staff generally make effective use of the classroom, despite some constraints, to create a child-friendly play environment. As a team, staff are clear about identifying their strengths and weaknesses, areas for development and committed to maintaining continuous improvement

What steps need to be taken to improve provision further?

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

- develop the systems for sharing children's assessment records with parents so they can support their children's learning at home

- consider how to improve the environment to promote children's independence and displays of work.

The effectiveness of leadership and management of the early years provision

Effective safeguarding policies are in place and are clearly understood by staff members, who implement them well to protect children in their care. The senior staff demonstrate a good understanding of their duties and responsibilities with regard to child protection and have attended recent training. Staff work well as team, sharing duties and tasks. Despite some constraints to the premises they manage to provide a safe and comfortable environment. The supply of resources is good and children can self select what they play with. However, there are limited opportunities for children to display their work on the walls. Staff carry out regular risk assessments of the premises, the equipment, and outside play areas. They encourage children to learn about their own safety during play. For example, reminding them to put away equipment, waiting their turns and telling staff when they are going outside to play. In addition, staff inform each other of how many children they have with them through the effective use of two-way radios.

The staff have established good links with other groups in the community and the other company settings. They talk with teachers when they deliver the children, and this ensures that liaison is effective and helps children's transitions. This clear communication with the teaching staff helps staff to provide a balance of activities which compliment what children have previously done in school. For example, sharing ideas about topics and festivals celebrated. The staff demonstrate a clear commitment to inclusion and are confident in caring for children with a range of additional needs.

Relationships with parents and carers are developing well. All the mandatory records and documentation are effectively maintained and are secure and confidential. Children enjoy 'signing in' the register when they arrive. Policies and procedures are regularly updated and available to parents either as a hard copy or through the web site. Children's records are clear and shared appropriately with parents. Staff have a friendly and professional approach to working with parents. Verbal communication helps to keep parents informed about the child's progress and about what they have done in the club. However, the assessments are not developed enough for parents to understand how children are achieving in the Early Years Foundation Stage. Parents are happy with the services offered by the club. They make positive comments which reflect their satisfaction, praising staff for their flexibility and friendliness. They are happy to share information with staff because they trust their confidentiality. They also state they have recommended the club to their friends.

Staff commitment to ongoing training and their self-development is good. As a team staff are identifying areas for development. This is done through self-evaluation and discussion at staff meetings. Staff feel able to make suggestions change and team work is good. The manager is keen and enthusiastic about developing the club. She has started to use self-evaluation to highlight any

improvements needed. Staff, parents and children's views contribute to this process. There are clear plans in place for continuous improvement.

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

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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

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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