

St. Marie's Before and After School Club

Inspection report for early years provision

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Inspection date	15/03/2012
Inspector	Vickie Halliwell

Setting address	St. Marie's RC Primary School, Avondale Street, Standish, Wigan, Lancashire, WN6 0LF
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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).

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 Marie's Before and After School Club was registered in 2003. It operates a pre-school group and a before and after school club from three designated rooms in St Marie's RC Primary School in Wigan. The pre-school group is open from 9am to 4.15pm, and the out of school club opens from 7.30am to 8.45am and from 3.15pm to 6pm each weekday during term time. Children have use of the school hall, the information and communication technology suite and the outdoor areas.

The setting is registered to care for a maximum of 50 children aged from three years at any one time. This provision is registered on the Early Years Register and is in receipt of funding for free early education to children aged three and four years. It is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and offers care before and after school for children up to the age of 11 years. The before and after school club serves the children who attend St Marie's RC Primary School and Pre-school. The setting supports children with special educational needs and/or disabilities.

There are 11 staff members of staff employed, of whom six hold qualifications to level 3. In addition, the manager of the pre-school holds a degree in early years education and the deputy manager has Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a safe, supportive and stimulating environment. They are eager to attend and demonstrate a very strong sense of belonging. Children's safety and protection is assured and they benefit from warm and trusting relationships, which make them feel secure. Provision for children's learning and development within the pre-school is excellent, and staff are well informed about children's individual capabilities and tailor activities to meet individual learning needs. Consequently, children are making good progress towards the early learning goals given their starting points. Children attending the before and after school club benefit from a good range of opportunities that complement their time in school and nursery. Partnerships with others who deliver the Early Years Foundation Stage are well developed and the setting is committed to working in partnership with parents. Systems to evaluate the effectiveness of the service are established, but do not fully reflect all elements of the provision.

What steps need to be taken to improve provision further?

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

- extend the system of self-evaluation to include the before and after school club
- ensure children are provided with healthy meals and snacks as appropriate;

- in this instance when attending before school
- take further steps to ensure parents are fully informed about the setting's policies and procedures; in particular, safeguarding, complaints and equality of opportunity.

The effectiveness of leadership and management of the early years provision

Children's safety and protection is assured because clear procedures are in place and safeguarding is given a high priority within the setting. Staff regularly attend relevant training to refresh and update their knowledge and understanding. As a result, they are familiar with child protection issues and able to implement procedures to protect children from possible harm. Strong relations ensure children feel safe and supported, which encourages them to confide in adults within the setting. Recruitment and vetting procedures are strong and all adults have undergone checks to ensure their suitability, which further safeguards children. Risk assessments are documented and appropriate action is taken to minimise hazards; consequently, children move and play safely within the setting. Good systems are implemented to keep the premises secure and to ensure a safe transition as children move between the out of school facility, the school and the pre-school.

Space and resources are very well used, and children benefit from a stimulating learning environment and move freely between the main play areas and outdoors. Specific rooms are well equipped with a good range of age and developmentally appropriate resources and play materials, which children access independently. Leadership and management is strong and ensures the complex management structure is effective. A designated manager and deputy are appointed for the pre-school and two further managers are responsible for the day-to-day management of the before and after school club. All managers work directly with the children, leading the staff team by positive example. Clear systems are in place to support unqualified but experienced staff who work within the out of school club. The established staff team work well together and are appropriately deployed to effectively support and meet the group and individual needs of the children. Systems to evaluate the effectiveness of the provision are in place and priorities for improvement are well targeted to improve outcomes for children; for example, improving the provision for outdoor play. The setting's capacity to maintain continuous improvement is strong. Staff working within the pre-school have completed a rigorous self-evaluation, which provides an accurate appraisal of its effectiveness. However, systems within the out of school provision are less effective. Documentation is good, and as a result all records required for the safe and efficient management of the setting and to meet the needs of the children are maintained.

The setting provides an inclusive service and the staff are positive role models who encourage children to respect and value differences. Relationships with parents are mutually respectful, and parents of children attending the before and after school club are adequately informed about the provision. However, systems to inform parents of policies and procedures are not robust. In contrast, parents of children

who attend the pre-school provision are very well informed. Questionnaires are used to gather parents' views and indicate that they value the service their children receive. They comment on the friendly atmosphere, that staff are approachable and that children are 'made to feel special'. Systems to ensure pre-school children with special educational needs and/or disabilities receive the support they need are excellent. Relationships are a key strength within the setting and contribute to very effective partnerships between the pre-school, the before and after school club and the reception class teacher, which helps promote progression and continuity in children's care and learning.

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

All aspects of children's welfare are well promoted and children thrive in a stimulating yet nurturing environment. Children benefit from secure relationships with the staff; younger children snuggle in affectionately while they listen to stories and older children share details of their time in school. They enjoy their time at the setting and are well behaved. Positive strategies, such as 'star of the week', are well implemented to re-enforce the importance of socially acceptable behaviour. Children chat happily and confidently with the staff. They express themselves easily and make meaningful choices about how they spend their time. For example, choosing when to play indoors or outside, many children embrace the freedom to choose and after their day at school head quickly for the outdoor play area. Provision for all children to be physically active is good, and pre-school children have routine opportunities to acquire new skills or practise and refine existing ones on a suitable range of outdoor play apparatus. Opportunities for school-age children to be physically active are woven through planned activities; for example, during Chinese New Year children used a large parachute to create a Chinese dragon. Children's good health is effectively promoted and they are encouraged to develop healthy eating habits after school when they enjoy toast and a selection of fresh fruit. However, breakfast or snacks are not provided at the session before school.

Children are active and inquisitive learners who are motivated by their surroundings. Provision for children's continuous learning, particularly in pre-school, is excellent, and high quality resources are well presented to entice young children into the different areas. Staff are mindful of how children learn and effectively implement recognised initiatives, for example, 'Every Child a Talker', to help raise children's attainment in communication, language and literacy. Children of all ages demonstrate high levels of independence, curiosity and concentration. Staff are mindful of the needs of the younger children within the out of school provision and provide some one-to-one support. Systems to monitor children's capabilities within the out of school club are emerging and staff have completed several observations which highlight children's interests and achievements. This information and key targets provided by the reception class teacher are considered when planning future activities. For example, based on children's interests, dinosaurs are added to small world play or sand, and role play areas are used for den making and camping.

Staff within the pre-school have an excellent understanding of the Early Years Foundation Stage and planning is clearly driven by children's interests and skilfully adapted to take account of spontaneous opportunities. Clear systems are in place to monitor the quality of the educational programme and help identify any weaknesses in the provision, which are subsequently addressed. Systems to monitor children's progress from admission are strong. Staff rapidly gain a good knowledge of children's capabilities and maintain a continuous assessment of their progress. Focused and spontaneous observations are completed each month and staff report each term on children's achievements and identify the next steps in each area of learning. Identified next steps inform future plans, which are tailored to meet individual children's needs. Parents are well informed about their child's achievements and are actively encouraged to support their child's learning at home. They are instrumental in helping to create and personalise their child's learning journal, which provide an insight into the activities and experiences children enjoy at home.

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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