

St. Paul's After School Club

Inspection report for early years provision

Unique reference number	110674
Inspection date	16/03/2012
Inspector	Sheena Bankier

Setting address	St. Paul's Catholic School, City Road, Tilehurst, Reading, Berkshire, RG31 4SZ
Telephone number	01189 422003
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 Paul's After School Club has been registered since 1999. It is based at St Paul's Catholic School, which is in a residential area, close to the centre of Tilehurst, near Reading, Berkshire. The club has use of the school hall and the extensive outdoor area attached to the school. The premises are accessible. The club is run by a parent led committee.

The club provides care for children who attend the school. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club is registered to care for 32 children from four to eight years of age. Children up to the age of 11 years are able to attend. The club offers before and after school care from 8am to 8.50am and from 3.20pm to 6pm term time only. There are currently eight children on roll in the early years age group.

Seven staff are currently employed at the club, of these, four staff hold recognised childcare qualifications. One member of staff is currently working towards qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy themselves at the club and access a broad range of activities that complement their learning well. Consistent policies and procedures promote children's good health, safety and welfare. Strong self-evaluation processes underpin the clubs capacity to drive and maintain good continuous improvement. Most practices the club implements are fully effective. Positive partnerships are in place with parents and the school.

What steps need to be taken to improve provision further?

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

- review the key person approach taking into account staff rotas and ensure these are based on when a key person is available for each child. Additionally provide a second key person for children so that when the main key person is away there is a familiar and trusted person who knows the child well
- review the menu offered to children and the variety of food which the after school club encourages children to enjoy.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of their responsibilities to safeguard children. All staff undertake regular safeguarding training. This keeps them up to date with current procedures. Daily checks, risk assessments and practices promote children's safety effectively. For example, the premises are very secure and a member of staff escorts parents in and out of the building. Regular practises of the evacuation drill increase children's good understanding of emergency procedures.

Effective communication underpins the good organisation of the club, such as between the staff, committee and the school. Staff work well as a team and demonstrate a strong understanding of their roles and responsibilities. Regular meetings for staff and the committee enable the club to identify most improvements effectively. They take good account of parent's comments and take a positive approach in addressing issues raised. Children's ideas and interests are included in the day-to-day organisation of the club, for example, plans for activities and events.

Children take part in activities that underpin their meaningful understanding of diversity, such as celebrating Chinese New Year. Children have access to a broad range of resources. Children are able to make their own choices of what they wish to do and staff accommodate their requests for alternative resources. The club make good use of the different facilities available on the premises, for example, making dens in the copse.

Positive relationships are in place with parents. Parents speak highly of the staff and their children's enjoyment of the clubs activities. Parents have access to good information, for example, on notice boards and through the school website. Strong links with the school provide continuity and consistency for children and parents, such as in relation to behaviour expectations and policies.

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

Children are happy and settled at the club. They benefit from good relationships with each other and with staff. Children confidently decide what to do and independently access the different activities and resources. Children play safely around each other and wear appropriate safety equipment, for example, safety helmets when riding on wheeled toys. Children's behaviour is good. Older children and younger children play together well across the age range of children. For example, during role-play at the 'travel agents' children of different ages play imaginatively together. The older children provide a good role model to the younger children and treat the younger children with positive care and consideration. Staff provide warm praise and encouragement to underpin children's self-esteem and confidence. Staff and children use good manners and children

develop positive social skills, for example, children eat together around the table for a social relaxed teatime.

Children have fun at the club. They have a variety of different activities and resources to choose from both indoors and outside. These cover the six areas of learning to support children's good progress towards the early learning goals. The club has not fully considered how to develop the role of the key person further to provide additional consistency and continuity for children and families. The club complements children's learning in the main school. Staff from the club work within the Foundation Stage unit in the school. They provide a 'joined up' approach to undertaking observations and identifying children's next steps of learning, as they work closely with the school. As a result, there is consistency and continuity in promoting children's learning and development outcomes. Children benefit from activities that underpin their development of effective skills for the future, for example, playing a game of dominoes promotes counting and correspondence skills and children use their emergent writing at the role-play travel agents.

Children benefit from fresh air and physical activity. The free flow approach to the outdoor area allows children to make their own choices to play indoors or outside. The club uses different parts of the outdoor area to enable children to access different physical activities, such as riding on scooters. Children who attend the breakfast club benefit from a healthy and nutritious breakfast, for example, different options of healthy cereals. Recent changes to the menu have resulted in less variety in the foods offered for tea in the afternoons. Children demonstrate they understand good hygiene routines and the importance of this, for example, they know they need to clean their hands before eating.

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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