

St Michael's Out of Hours Kids Club

Inspection report for early years provision

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Inspection date	14/03/2012
Inspector	Rachel Deputy
Setting address	St Michael's Junior/Infant School, Neilson Road, Liverpool, Merseyside, L17 7BA
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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

Saint Michael's Out of Hours Kids Club is one of six after school clubs privately operated by Out of Hours Kids Club Ltd. It was registered in 2001 and operates from three rooms within Saint Michael's Junior and Infant School in Aigburth, Liverpool. All children have access to secure outdoor play areas.

The club is open Monday to Friday from 3.25pm to 5.45pm during school term times. A maximum of 48 children under the age of eight years may attend at any one time; of these none may be under three years at any one time. There are currently five children attending who are within the Early Years Foundation Stage. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The club employs four members of childcare staff, three of whom, including the manager, hold appropriate qualifications at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children and parents are warmly welcomed at the after school club and children consequently feel safe and secure. Individual children have their needs reasonably well met because the staff enjoy getting to know them and supporting their learning and development. The organisation of resources inside and outdoors is good. Satisfactory policies and procedures are shared with parents and carers to ensure the needs of children are met. Safeguarding policies are mostly in place but some procedures lack clarity. The staff have a positive attitude to improvement and recognise areas for development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- update the safeguarding policy with particular reference to procedures for informing Ofsted about any allegations of serious harm or abuse by any person living, working or looking after children at the premises (Safeguarding and promoting children's welfare) 30/03/2012
- ensure that information is obtained about who has legal contact with a child in advance of a child being admitted to the provision (Safeguarding and promoting children's welfare) 30/04/2012
- ensure that risk assessments are reviewed regularly, at least once a year or more frequently where the 30/04/2012

need arises (Suitable premises, environment and equipment).

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

- improve the planning system to ensure that observations of children are used effectively to identify next steps for individual children's learning.

The effectiveness of leadership and management of the early years provision

Children are, for the most part, safeguarded in the setting because the staff are knowledgeable about local child protection policies and have sufficient procedures in place to manage any concerns they may have about children in their care. However, the safeguarding policy and procedure does not include the requirement to notify Ofsted in the event of an allegation being made against a member of staff. This is a breach of the welfare requirement. The staff are appropriately vetted and are safe and suitable to work with young children. There are full written risk assessments for most of the provision. However, reviews of the risk assessments have not been carried out within a year of the specified date identified on the settings records. This is a further breach of a specific legal requirement and means that some risks may not have been correctly identified. However, the areas used by children are checked daily, and children are able to move safely and freely around the setting.

A suitable range of purposeful, interesting play and learning opportunities are provided that are appropriate for the ages and abilities of children attending. However, planning for individual children's next steps for learning is not fully embedded. Observations are used for monitoring children's progress but are not used to inform planning so some learning opportunities are missed. Children do however, make sound progress because satisfactory planning of weekly activities is in place and flexibly applied to meet the preferences of children attending each day.

The manager is aware of some of the setting's strengths and weaknesses. The self-evaluation process has brought about some improvement. For example, a record of training needs is kept and staff have attended first-aid training. They use this training to improve the safe care of children. However, a number of issues identified on the settings self-evaluation form have not been resolved or targeted effectively which limits their capacity to improve. Previous recommendations have been implemented effectively, such as a cosy area for quieter activities.

The staff enjoy a two way flow of information with parents and carers because they give verbal feedback daily. Some useful information is obtained during the registration process such as children's ethnicity and dietary needs. This means that parents' wishes and children's individual needs are sufficiently met. However, information about who has legal contact with the child is not obtained prior to admission. This is a breach of the welfare requirement. Appropriate relationships

with the school are established and make some contribution to supporting children's welfare. For example, staff discuss children's behaviour or well-being.

The setting promotes equality and diversity by creating an inclusive environment. Children enjoy activities that include the celebration of festivals, such as Chinese New Year, to help them to learn about different cultures and beliefs.

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

Children know the routines of the setting and are confident to move around the room freely. Children show that they feel secure because staff have formed good relationships with them. For example, they ask staff for reassurance about visitors and then chat happily to them once they have been introduced. Children know what they can do and where they can go. For example, children know they can play on the games console and freely access the resources set out. They learn to use tools and equipment correctly as they use scissors in the craft area and bats and balls on the playground.

Children have good opportunities to play outside and develop their physical skills. They regularly use the school playground to run around playing football and use the play equipment to climb and jump. This ensures they know about the positive effects exercise has on their bodies and promotes their physical development. Children learn about healthy food choices because staff provide a good range of nutritional snacks such as beans on toast, fruit and sandwiches. They always have access to drinks. Children know about the importance of washing their hands before eating.

The staff observe the children and record some of their progress, which they share with parents through comments and chats. However, children's actual progress towards the early learning goals is not tracked which means staff cannot sufficiently challenge children to reach their full potential. Staff provide positive models of language use for the children and readily engage in conversation with them, this helps to support children's communication skills. Children access a variety of books, and there are some opportunities for children to write and record their own learning. The children also use technology regularly in the setting, using electronic equipment such as game consoles and electronic toys. Problem-solving, reasoning and numeracy are explored regularly. For example, children learn to count correctly when scoring goals during the football game and calculate how many numbers they need when playing number bingo.

Children behave very well in the setting because they are supported by staff, who are consistent in behaviour management. They play with each other and share the resources well. They are happy to play alone, such as when playing with construction toys and are learning to play well alongside others. For example, they take turns and collaborate in teams when playing board games. Children receive praise for effort and achievement to show they are all valued. Children are

encouraged to respect each other's things, and have a space to keep their personal belongings. Older children are sensitive and considerate of the needs of younger children often engaging them in play if they are alone.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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