

# St Anthony's Catholic Primary After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY435997
<b>Inspection date</b>	13/03/2012
<b>Inspector</b>	Shaheen Belai
<b>Setting address</b>	St. Antonys RC Primary School, Mornington Road, WOODFORD GREEN, Essex, IG8 0TX
<b>Telephone number</b>	07958361957
<b>Email</b>	
<b>Type of setting</b>	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 Anthony's Catholic Primary School After School Club registered in 2011. It is part of a number of out of school care provisions operated by Forest YMCA of East London, a voluntary organisation. The setting operates from St. Anthony's RC Primary School, situated in Woodford Green within the London Borough of Redbridge. Children have access to a classroom, hall, associated facilities and three outdoor play areas.

The setting operates Monday to Friday, from 3.15pm until 6pm, during term-time only. A maximum of 16 children under eight years may attend the club at any one time; of these, none may be under four years old. The setting also cares for children over eight years of age. There are currently six children in the early years age range on roll. The setting supports children with special educational needs and/or disabilities. The setting operates a service only for children attending this school. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff including the manager and two hold a level 3 early years qualification. One member of staff is currently working towards an early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and making appropriate progress in this friendly setting. Resources are used appropriately both in and outdoors, although they lack scope to provide children with experiences about diversity. Suitable systems are used to assess children's achievements, yet they are not consistent in highlighting how children are supported to make further progress. Staff have an awareness of individual needs, through the communication maintained with parents and staff within the school. Staff take appropriate steps to keep children safe. Although, self-evaluation procedures are not fully effective, the staff demonstrate an adequate capacity to maintain improvement.

## What steps need to be taken to improve provision further?

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

- extend observation and assessment systems to clearly plan for the children's next steps in their learning
- develop the self-evaluation process to help identify ways to improve outcomes for children

- extend resources that promote positive attitudes towards diversity to challenge children's thinking and help them embrace differences.

## **The effectiveness of leadership and management of the early years provision**

Appropriate systems are in place for the vetting and recruitment of staff to check their suitability for working with children. Staff have received appropriate training in safeguarding procedures; detailed written procedures are in place and available to all parents. Clear policies and procedures contribute to the daily operations of the setting and contribute to children's welfare. Staff complete suitable risk assessments each day to minimise potential risks to children. Required documentation is accessible and supports practice.

The staff team work well as a team and meet with management on a regular basis. There are contingency plans in place for staff absences, such as a named deputy and suitably vetted cover staff in place. Staff use premises sufficiently well, with outdoor areas being used to their full potential. Staff know children generally well and provide a good level of support for children with special educational needs and/or disabilities. They effectively promote equality and diversity amongst the children in their care. However, less is done to promote the diversity within the wider society through the range of resources. Apart from this weakness, staff provide a satisfactory range of resources overall for the ages of children attending.

Staff who act as key persons for children are establishing links with the school. Consequently, some exchange of information regarding children's development and individual needs takes place. Staff maintain a friendly yet professional rapport with parents during collection times. At inspection, parents spoke positively of the service their child receives. They praised the engagement of children in outdoor play; how their children are developing confidence; are fed well and the professional approach of the staff. Staff are aware of their job role via information on the notice boards and with folders, which include details of policies and procedures. Management within the organisation is supportive of staff within the setting. They are using established processes to review the quality of the service overall. However, the current systems for self-evaluation amongst staff in the setting are not robust to explore better outcomes in all aspects of the service. Management is supportive of the staff attending relevant training to improve outcomes for children. Staff obtain training within the organisation or via the local authority. The setting demonstrates satisfactory capacity to maintain continuous improvement.

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

Children have individual development records and they are making steady progress. Staff carry out written observations and reflect on some of the work

completed by the children. They use their knowledge of the Early Years Foundation Stage adequately to evaluate and identify the next steps in children's development. However, the detailing of this is not thorough to identify specific learning outcomes and how the next steps are to be promoted. Children contribute to the general planning, as they are encouraged to be vocal in what they enjoy. In addition, staff offer new experiences, such as table tennis or planting bulbs. A suitable range of activities is available for children.

Children develop speaking and listening skills, as they share experiences with staff and friends at the 'show and tell' session. They enjoy the range of creative activities, such as dressing the dolls' hair or developing skills with early writing and painting activities. Children explore the interactive resources, such as operating the music organ. Books are set out for children to relax in quiet activities. Board games, allow children to develop an understanding of challenges and counting. Outdoor games, initiated by staff, teach children to follow instructions and rules, when playing as part of a group. Children initiate their own games of chase or football and they are confidently counting beyond ten, as they play hide and seek. Staff encourage children to persevere and extend their play ideas through close supervision and helpful interaction. Children's behaviour is positive and they show developing awareness of each other's needs as they learn to share and take turns.

Staff support children's welfare needs appropriately. Children are happy and settled, they feel safe and secure during their time at the setting. Staff show a good awareness of safety procedures for escorting children to and from the different areas used during the sessions. Children are encouraged to express their preferences to the choices of healthy food on offer, such as choosing fillings for their wraps. In addition, staff explore children's views on menu planning as well as continuing to promote healthy eating. Children develop an understanding of hygiene practices, such as when they assist staff with cleaning tables before snacks. Reminders from staff promote children's understanding of keeping healthy and safe. For example, to wash their hands after touching the bins or to ask staff to escort them to the toilets in the corridor. Children are beginning to develop a positive approach to a healthy lifestyle as they make regular use of the outdoor play areas. They are eager to race outdoors and enjoy the fresh air, using space to run and move freely.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children make a positive contribution	3
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