

Brinscall St. Johns After School CLub

Inspection report for early years provision

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Inspector Virginia Taylor

Setting address St. Johns Primary School, School Lane, Brinscall, Chorley,
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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

Brinscall St. Johns After School Club was registered in 1999 and is run by a committee. It operates from the school hall, information technology suite and classrooms four and five within St. Johns Primary School which is situated in the rural area of Brinscall on the outskirts of Chorley. Children have access to secure enclosed outdoor play areas. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight years to 11 years. The setting serves children who attend the host infant and junior school and children attend for a variety of sessions. The setting is open Monday to Friday from 7.45am to 9am and from 3.20pm to 5.45pm term time only.

There are currently 102 children on roll. Of these 59 are under eight years and of these 14 are within the early years age group. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 6, one holds a qualification at level 5, five hold a qualification at level 3 and one holds a qualification at level 2 and is currently working towards a qualification at level 3, all in early years. The setting receives support for the local authority

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development. A safe, secure, inclusive and stimulating environment is provided which supports the development of positive and trusting relationships between staff and children. Overall, children enjoy a wide range of highly enjoyable activities and experiences with emphasis placed on outdoor play provision. The setting has well established partnerships with parents, carers and the host school with effective systems in place to share information. A good capacity to maintain continuous improvement is demonstrated by the use of effective evaluation checklists and regular reviews of practice.

What steps need to be taken to improve provision further?

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

- develop further the variety and choice of healthy snacks provided to support the development of children's understanding of healthy lifestyles.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff have a good understanding of safeguarding issues. Detailed child protection and safeguarding procedures are easily accessible for all staff. This ensures that they are able to take prompt action if they have any concerns regarding children's welfare. Robust recruitment procedures are in place which ensures that all staff are checked for their suitability to work with children. There are well established systems in place for children's arrival and departure from the setting. In addition the completion of detailed risk assessments and daily checks ensures children are safe and secure at all times when in the setting. The environment is well resourced and organised. Good systems are in place to promote equality of opportunity. For example, children are encouraged to share their activity ideas through weekly discussions and to write these on a suggestion board. Children also learn about other cultures and beliefs through planned activities relating to festivals and cultural events. Equality and diversity is effectively promoted throughout the setting.

The manager has a clear vision of how she wants to improve the setting. The well maintained evaluation checklist clearly identifies the settings strengths and areas for improvement and as a result the outcomes for children are continually improved. The recommendations raised at the last inspection have been fully met and demonstrates the settings commitment to driving improvement. Staff are supported well to further raise their skills and knowledge. For example, some staff having recently attended training on 'Forest Schools' which has resulted in a greater emphasis being placed on outdoor play provision for the children.

Partnership with parents and carers is good. When children start at the setting parents receive detailed information and individual 'settling in' periods. In addition they receive regular newsletters and daily handover discussions. There is a well-resourced parent board in reception including photographs of the children taking part in a number of exciting activities including baking 'ice mice'. Partnership with the host school is strong with good and effective systems in place for sharing information. This which ensures continuity of learning for children. This is further enhanced as staff have the opportunity to join training events offered in the school.

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

Staff have a good understanding of the Early Years Foundation Stage and use this to effectively plan for children's individual continued learning. The outdoor area is well resourced and imaginatively laid out. Consequently it is popular with the children and as a result they have plenty of opportunity to become inquisitive and active learners. The area includes large climbing apparatus, rope ladders and rolling balancing beams, providing children with many challenges to support the development of their physical skills. All children have access to free flow outdoor and indoor play. In addition regular visits from sports coaches, provides

challenging opportunities for team games and helps children develop a positive attitude to exercise.

Observations, discussion with the manager and staff and examination of documentation and photographs of the children at play demonstrates a good quality provision. For example, children enjoy opportunities to plant seeds, paint, participate in food tasting and number games and take part in cooking and role play activities. Children and staff plan activities together encouraging a sense of belonging to the setting. Staff complete regular observations of the children and effectively plan for children's individual learning using identified next steps. Children show good relationships with each other as they play cooperatively, creating a relaxed atmosphere. They have good opportunities to use programmable toys and equipment such as computers, handheld consoles and remote controlled cars. This clearly supports the good development of children's skills for the future. Children have a wide range of opportunities to explore different textures and sensory materials including sand and water play.

Children have access to a range of snacks and drinks. However the variety and choice provided are not always healthy which impacts on the development of children's understanding of healthy lifestyles. Children learn about good hygiene by staff encouraging them to wash their hands before snack and after play. They demonstrate a good understanding of how to keep themselves and others safe during play. Well established systems such as the 'golden rules' are in place to help children learn about expectations of their behaviour. As a result children behave in ways that promote their safety and show consideration for others.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met