

Holy Apostles' After School Club

Inspection report for early years provision

Unique reference number EY291915
Inspection date 21/06/2012
Inspector Gail Robertson

Setting address The Pavillion, Holy Apostles C of E School, Battledown Approach, Cheltenham, Gloucestershire, GL52 6QZ
Telephone number 01242 526858
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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*.

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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

Holy Apostles After School Club opened in 2004. In 2005 it was registered on the Early Years and the Compulsory and Voluntary parts of the Childcare register. It operates from the pavilion building which they share with the playgroup within the grounds of Holy Apostles School in Cheltenham. There is no disabled access at present. It may care for no more than 24 children from 4 years to under 8 years at any one time. There are currently 52 children on roll of whom six are early years aged children. The club is open each weekday during school term time only from 3.15pm until 6pm. Children use a playroom, an art and craft area and a quiet room. In addition the club has use of the school's large outdoor area and the redeveloped garden to the rear of the pavilion, for outside play. The club has experience of supporting children who have special needs and/or disabilities or those who speak English as an additional language. The club currently employs four staff. The leader holds a degree in Early childhood studies, the deputy is trained to NVQ Level 3 in playwork, one assistant is qualified to NVQ Level 2 in childcare and one assistant is untrained. The club receive support from the local authority and works closely with the host school and playschool.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children really enjoy coming to this good club because every child is fully involved in the smooth running, respected for their contribution and valued for what they have to offer. It fully meets their needs and interests, although at snack time children are so anxious to be helpful they eat their food on their laps and sometimes forget to get clean cutlery if it falls on the floor. The club is, in the main, ably managed and efficiently organised and its track record to date points to a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- encourage children to sit at the table to eat their snack at tea time and to always replace cutlery that has fallen on the floor before eating once again
- complete self evaluation documents to confidently identify the areas to improve and develop.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are highly important, including those that ensure all staff are suitable to work with children. Risk assessments are thorough and carried out

daily. Staff involve the club members to help make these assessments, particularly when checking the outdoor area. Everyone is vigilant checking the safety and care of the children. The committee, trustees, leader and staff work well together to ensure the club runs smoothly and that the children have happy and worthwhile experiences after school. Continuity for the early years children is a priority and some of the staff, such as the deputy leader, also work in the Reception class within the host school. The club and its good resources are managed efficiently and effectively. Policies and procedures are reviewed regularly, and consistently implemented by staff. Policies are on hand for visitors and parents to read. Leadership and management are good, and leaders embed ambition and drive improvement well. The supervisor and committee informally monitor the provision and the leader has made a start on a self-evaluation form but this is not complete. She knew that she had built up a good club but not sure how to become outstanding. Parents and carers, staff and children have contributed their ideas and thoughts which the committee and leader have acted upon. Everyone's views are valued and respected and their individuality accepted. Parents and carers requested that children had a healthier dessert than biscuits and fruit during snack time. Now children enjoy fruit yogurt and fromage-frais, but on special occasions, such as the Jubilee celebration they enjoy ice-cream. The club receives welcome support from the school, playgroup and the local authority. Equality and diversity are promoted well and leaders have high expectations for all children, irrespective of their background. Training and development are important to the staff so they maintain an up-to-date view of the early years' requirements. Certificates of their achievements are proudly displayed on a notice board in the quiet room. Staff reported how much they gained through the opportunity of taking various courses. Staff are consistent in the ways in which they help children to make the right choices, supporting their learning and ensuring their needs and interests are met. They are a good team providing children with professional care and guidance. The engagement with parents and carers is outstanding. Parents and carers are fully informed about their child's interests and progress. They appreciate all the hard work that the staff do to ensure their children are happy and enjoy themselves until they are collected. As one parent said, 'They even complain when I get here early!'. Staff are always available to talk to parents and carers and the club now has a web page for communication purposes. Partnerships with other providers are equally as strong. The Chair of the Governing Body of the school, keeps a close watch on all the activities that goes on and gives the club much support and help through her involvement in the playgroup.

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

Planning for children's daily activities from careful observations and assessment ensures that their needs and interests are well met. Children continue to make good progress, particularly in their personal development. Staff value their ideas and listen carefully to their suggestions. Children are used to putting their suggestions forward verbally and writing on the whiteboard. Children eagerly enter the school hall to greet the staff and sensibly walk to the pavilion to start the day. They quickly take off their coats and find a friend to play the games and activities

planned for the start. Register is checked in the hall and again in the club; children know how important it is to be completed correctly. Children of all backgrounds and ages are treated equally. Children of all ages feel safe and secure as they are involved in checking the club safety. The older children made a poster for the fire drill that the younger children can read and follow. Every member has signed up to keep the rules for a happy club. Throughout the session observed, the children behaved very well and treated each other with consideration and kindness. They were observed sharing equipment fairly and had lots of patience to wait their turn when playing games. The older children enjoy supporting the younger ones showing them how to play games with the computer and reading instructions for them. The young children could not get a computer to work so they sought out the older children to help them. Together, they tried to problem solve the difficulty and concentrated hard, trying to work out together what was going wrong. Motivating activities like this develop the children's confidence and self-esteem. Children's excellent behaviour and attitudes mean that they make an exceptionally positive contribution. Adults were heard throughout the session giving well-deserved praise and boosting children's self esteem and confidence. A staff member said, 'Wow, look how you have decorated that biscuit, it's a masterpiece of work'. Everyone learns how important it is to be tolerant and fair. Children gain an understanding of diverse events around the world through celebrating festivals and special times, for example the Diamond Jubilee. Children have a good understanding of keeping themselves healthy. They know that exercise is good for them. On the day of the inspection, it was raining heavily so children put their energy into the pool table. They reported they loved playing outside, especially in the wood area. Snack time is a great social time but there is insufficient space for all children to sit at a table. Some children ate their beans on toast and fruit yogurt balancing on their laps. This sometimes led to their cutlery dropping on the floor and children picking it up and carrying on with their meal. Children are happy, contented and love to try out all the activities available. One said 'I have lots of friends here in different classes and I can now play with them at lunchtime'. Everyone is responsible for keeping the club tidy and a good place to come and enjoy themselves after school. Children learn how they can contribute to a harmonious community, build up friendships and learn the importance of responsibility, and a result of the good provision, are prepared successfully for the next stage of their education.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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