

St Peters Out Of School Club

Inspection report for early years provision

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Inspector

Jan Linsdell

Setting address

St Peters Church Hall, School Lane, Elworth, SANDBACH,
Cheshire, CW11 3HU

Telephone number

01270768121

Email

17fionacooper@gmail.com

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 Peters Out of School Club was registered in 2012. It is run by a committee and operates from St Peters Church Hall in Sandbach, Cheshire. Children have access to the main hall and a secure outdoor play area. The club is open each weekday from 7.30am to 9am and 3.30pm to 6pm during term time only.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children under eight years may attend the club at any one time. Children up to the age of 11 years may also attend. There are currently 75 children on roll, 12 of whom are within the early years age range.

The club employs five members of staff, including the manager. Of these, two hold appropriate early years qualifications at level 3 and two hold level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff support children well and create a welcoming club, where children can have fun and make friends. They work successfully with parents and carers and establish good links with the local school, so that children's welfare and learning needs are well met. Documentation to ensure the safe management of the club is available and well maintained. The environment is generally organised to promote children's needs and, although systems for self-evaluation are developing, the club demonstrates the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further systems for self-evaluation, for example, by using the Ofsted self-evaluation form, in order to effectively identify the club's strengths and priorities for development
- review the organisation and accessibility of resources and equipment, to further increase children's choice and independence
- support children to develop their self-help skills, for example, by allowing them to pour their own drinks and serve their own food.

The effectiveness of leadership and management of the early years provision

Children are well protected in the club because all staff have attended recent safeguarding training. This means they understand how to recognise signs of abuse and how to report any concerns about children's welfare. All staff are appropriately vetted to ensure they are suitable to work with children. Records and

policies to promote children's safety and well-being are well organised and maintained. The premises are safe and secure, and risks to children's safety are carefully assessed on a daily basis to ensure that any hazards are identified and removed. Good systems are also being introduced so children can conduct their own risk assessments.

Staff develop positive and friendly relationships with parents and carers, which helps to ensure children's needs are identified and provided for. A handbook informs parents of the club's policies and procedures. Comments from parents during the inspection indicate a good level of satisfaction with the club. For example, they appreciate how staff recognise and address children's individual needs. Effective partnerships with the local school are well established and contribute positively to supporting children's welfare and learning. For example, staff meet regularly with teachers to share children's development files and discuss their ongoing progress.

Staff get to know the children well and ensure everyone is included in activities. They are motivated to drive improvements in order to enhance experiences for the children. However, systems for self-evaluation are not yet formalised so that strengths and priorities for development are clearly identified. The main hall is spacious and the display boards help to celebrate children's achievements. Outside space is developing well, with some good resources to support children's physical skills. However, equipment is not always easily accessible to children, which limits their ability to make independent choices in their play.

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

Staff actively engage in group activities; motivating children and encouraging them to have fun. They consult children about the activities on offer and use their ideas and interests to inform planning. They are aware of children's abilities and record observations of their ongoing development. They also review development files with the children, so that children can reflect on their learning. Consequently, they enjoy their time in the club and achieve well.

Familiar routines and positive relationships with staff help children to feel safe. Children wear high-visibility jackets when they are escorted to and from school. They take part in fire drills, and visits from the emergency services increase their understanding of safety issues. Children learn how to lead a healthy lifestyle and they take part in topics to promote their awareness of healthy eating. They follow hand washing routines and enjoy sitting together to eat their snack. However, they have few opportunities to develop their self-help skills because staff generally pour drinks and serve food.

Children behave well and learn to be polite because staff set appropriate boundaries and praise children for their efforts. Children have opportunities to dress up, role play and engage in various craft activities. They take part in activities to celebrate special events, such as Chinese New Year and the Queen's Jubilee. Planting areas help children to learn about the natural environment. They

enjoy participating in their own Olympic games competing in teams as they run, hop, jump and balance.

Children develop good skills for the future. For example, staff set out comfortable areas where children can share books and read stories. They encourage children to listen to instruction and contribute sensible ideas. Children develop an understanding of number when they play hopscotch or organise themselves into pairs or groups. They enjoy building models and playing board games, which promotes their problem-solving skills. Children are working together to produce a newspaper containing stories, poems and interviews. This positively promotes their creative and literacy skills.

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	3

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	3
The effectiveness with which the setting deploys resources	3
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	3
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