

St Peters Out of School Club

Inspection report for early years provision

Unique reference number	EY438456
Inspection date	03/08/2012
Inspector	Carol Cox
Setting address	St. Peters School, Bank Road, Pilning, BRISTOL, BS35 4JG
Telephone number	01454632439
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St Peter's Out of School Club registered in 2012. It runs from 3.30pm to 6pm from the school premises during term times and 8.30am to 5.30pm during all school holidays. Most children attend from the school but it is open to children from neighbouring schools. The club operates from two classrooms, a community room and the main school hall. It also has use of the school library area and the school grounds including playgrounds. The club is registered on the Early Years Register to care for a maximum of 24 children from four to under eight years; they also accept children up to the age of 13. The club is also registered on the voluntary and compulsory parts of the Childcare Register. There are currently 50 children on roll, of whom seven are in the early years age group. The club is managed by a voluntary committee. The manager is a qualified nursery nurse. The club employs eight staff who work on a casual or part time basis, four of whom hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

St Peter's After School and Holiday Club generally meets the care, learning and development needs of children. They benefit from an enjoyable range of activities that are appropriate to meet their needs after a busy day in school. Staff are generally well qualified and know children well, but there is not always a qualified first aider on duty. There are systems in place to safeguard children, and most records are well maintained, however, some staff lack confidence regarding the safeguarding policy and procedure. Staff build positive relationships with parents and have established partnerships with school staff. Although there is no formal system in place to identify strengths and areas for development, the provision demonstrates a capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare) (also applies to the voluntary and compulsory parts of the Childcare Register)

24/08/2012

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

- implement an effective system of self-evaluation to identify strengths and areas of development to provide best care for children using training made available by the local authority and other sources
- make sure all staff have an up to date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

Staff generally have an understanding of child protection issues but some lack confidence in implementing the safeguarding children procedure. The policy and procedure follow the guidance of the Local Safeguarding Children Board and are shared with parents. The club operates from rooms in the children's school where they enjoy secure familiar surroundings and access to large indoor and outdoor play spaces. The manager makes risk assessments of all aspects of the club; staff supplement these with daily checks. The premises are maintained in good order through cooperation with the caretaking and cleaning team at the school. Staff conduct regular fire drills with children; however, staff do not keep records of fire drills or problems encountered and actions taken.

Staff collect children from their classrooms to attend the club. This helps build three-way flow of information between parents, school staff and key persons at the club. Key persons build relationships with parents and other carers to help identify and meet the needs of each child. Children are free to choose toys and equipment from a wide range of easily accessible resources that portray positive images of the wider world. Staff plan a range of activities that reflect the needs, interests and backgrounds of children attending. Children learn to understand that different people have different needs, take care of others and value diversity.

All required records and documentation are in place and shared confidentially and in writing with parents. There are suitable systems in place to recruit qualified and checked staff. However, the manager does not ensure that at least one member of staff who has a current paediatric first aid certificate is present at all times. This is a breach of a specific legal requirement and has the potential to undermine children's safety in the event of an accident. The manager has started to make daily evaluations of activities, but there is no effective system of self-evaluation to identify strengths and areas for development. Since registration, the manager and her staff have established a pleasant and enjoyable after school and holiday club where children are free to enjoy themselves and relax with their friends. Overall, the setting shows capacity for continuous improvement since registration.

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

Children enjoy the spacious premises and large outdoor play spaces, which they know well. Key persons are responsible for maintaining learning diaries for each child and use their knowledge of children to identify next steps in learning. Children play an active role in choosing their play and games that generally cover all areas of learning. Staff make sure that activities are appropriate for children at an out-of-school club. The relaxed environment means that children are free to move about and invent their own games. One group of children use their imagination and physical skills to turn the role-play area into a village shop. In another area, children draw and make mosaics with beads. They eagerly pick teams to take part in a 'mummy making' challenge organised by staff. All the children are enthusiastically involved and determined to win. Older children help the younger ones and encourage them take a turn at being the 'mummy'. Other favourite activities include cooking, large group games, den making and craft activities. Outside children enjoy the luxury of the whole school grounds to themselves; they play on the equipment in the adventure area, ride bikes and scooters and play tennis. Generally, children consolidate skills for future learning.

Staff help children learn about safety. They remind children about safety rules when energetically pedalling in the playground and climbing in the adventure area. Children begin to learn about keeping others safe and show consideration for each other. They develop independence skills in making decisions about their own needs. Key persons carefully document individual health needs with guidance from parents and health professionals. There are suitable arrangements in place to store lunch boxes safely and staff provide healthy snacks and drinks, children sometimes help prepare or cook food for the group. Children agree rules for the club and their large display reminds each other. Generally, children listen well to instructions and though lively and boisterous they behave well. They are friendly and confident and show a sense of belonging; they proudly display their pictures and models pictures around the hall. The club meets children's needs and they clearly enjoy the activities on offer.

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	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
------------------------------------------------------------------	---

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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section (Welfare of the children being cared for) 24/08/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section (Welfare of the children being cared for) 24/08/2012