

Genesis After School Club/Playscheme

St. Monicas School, Currier Drive, Neath Hill, MILTON KEYNES, MK14 6HB

Inspection date	17/09/2012
Previous inspection date	29/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children feel safe and secure and they are encouraged to develop good behaviour.
- The manager is very organised and good relationships are established with the children's school teachers.
- There are effective communication systems in place to share information between the parents, teachers, and club staff in order to meet the children's individual needs.
- Parents are very complementary about the way in which children develop confidence and self-esteem.
- Children thoroughly enjoy coming to their club because they have fun. Activities complement the children's school experiences.

It is not yet outstanding because

- The quiet area is under-resourced to encourage children to spend time in there.
- There are too few toys and resources to help children develop an understanding of their own culture and beliefs, and those of others in their community.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector gathered evidence by looking at the settings self-evaluation and by talking to children, parents and staff.
- The inspector sampled children's information, planning and assessment records, policies and procedures.
- The inspector held discussions with the manager in relation to the recruitment of staff and the leadership and management of the after school club.
- The inspector observed activities in the play room and the outside learning environment.

Inspector

Kim Mundy

Full Report

Information about the setting

Genesis After School Club and Play scheme registered in 2007. It operates from St Monica's School, in Neath Hill, Milton Keynes. The setting is registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. The play scheme is open from 8am to 6pm during the school holidays. There is also a breakfast

club operating from 8am to 8.45am and the after school club from 3pm to 6pm. The children have access to an outdoor play area. There are currently two children on roll in the early years age range. The setting employs three members of staff and of these, two hold appropriate early years qualifications

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staffs' secure understanding of the learning and development requirements guides them in planning an exciting range of activities both in and outdoors. When planning activities, the manager supports and complements the educational programmes children are following in school. For example, by extending children's role-play experiences. Furthermore, children's ideas are valued and included in the planning of activities. Parents state that they are well-informed about their children's progress. They like the fact that staff are happy to support their children to do their homework if their child so wishes.

The club offers an inclusive and welcoming environment. Children are able to help themselves to a good range of toys and resources, and activities are set up for them on arrival. Children arrive excitedly and they clearly know the routine, settle quickly, and become highly involved in activities. They thoroughly enjoy painting, sticking, and making things, such as models, jewellery, and handbags. They enjoy playing with dough, sand and pasta, and have fun blowing up balloons to fill with water and different textures. Children state that they particularly enjoy cooking activities; they recall making and icing biscuits.

Planning involves time for children to build on their computer skills as they have access to the school facilities. However, planning for the new cosy quiet area is under-developed. It is set up with rugs, cushions, and a few books, but a wider range of quieter activities is not enticing the children in to the area. Children are finding out about living things as they discuss observe the animals, flowers and trees in the school grounds and on outings. They are learning about multicultural Britain as they celebrate various festivals, such as Diwali and Chinese New Year. However, there are too few toys and resources to fully promote their understanding of diversity.

Children confidently and eagerly express what they like about their club. They particularly enjoy making things with the beads, drawing and playing outdoors. They like the fact they can ask for anything they want and choose the activities to participate in. The staff team are committed to providing children with good quality care and learning. Above all, children are having fun as they participate in a range of exciting activities with their friends after school.

The contribution of the early years provision to the well-being of children

The manager is the key person for the children in the early years age range. Along with other staff, she helps children to settle well, to feel secure and develop a sense of belonging. As a result, children establish good emotional attachments. In discussions with parents, they are very complementary about the way in which their children grow in confidence and self-esteem at this club.

Children's behaviour is very good. They are encouraged to talk about and recognise their own needs and those of others. They are involved in agreeing the club's 'Golden rules' and they kind and caring towards their friends. This supports their feeling of safety within the club. Staff demonstrate that children are valued and respected. For example, by praising their artwork and displaying this carefully.

Staff place a high priority on children's safety. Children are learning to keep themselves safe as they practise the fire procedure. They learn about road safety and stranger danger when they go on outings, for example, to the local shops and park. Children are developing a good understanding of why it is important to lead healthy lifestyles. Staff allow children to take reasonable risks as they climb on the climbing frame and roll in barrels. They also enjoy physical activities, such as football, hula hooping and skipping. This means that, children increase and challenge their physical skills. Good hygiene routines are established to promote children's well-being. Staff prepare healthy snacks and follow food hygiene routines and guidelines. Snack time is an enjoyable and sociable time when children take responsibility to help to set up the snack table and carefully carry around the plates of fresh fruits and cheese biscuits to offer their friends.

The club is well-resourced both in and outdoors to support children's all-round development. Both boys and girls are equally encouraged to participate in a wide range of activities to build on their current knowledge and skills. Staff make sure there is time to talk about and reflect upon the children's day in school. This also provides a platform to discuss their feelings and any concerns.

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

The manager is very organised and therefore, the club is effectively led and managed. Staff have a good knowledge and understanding of safeguarding procedures and how to protect children. There are effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. Good systems are in place to keep children safe. Their teacher and/or member of the club's staff escort younger children to the club. The premises are secure and visitors are required to sign the visitor's book to further safeguard the children. In addition, children are supervised well both in and outdoors.

The setting has a clear vision for the future. The staff value and respect the views of both

parents and children as part of their self-evaluation process. Parents' complete questionnaires and children are encouraged to express their views. The manager monitors staff performance through regular meetings and the appraisal system. Staff have opportunities to develop their knowledge and skills through attending training courses.

The club establishes good links with teaching staff at St Monica's School. Staff act as a bridge between teachers and parents to provide continuity of care as they drop and collect the children at school each day. The manager is aware of the need to work in partnership with others as the need arises in order to help children who may need extra support to close gaps in learning. When planning activities for the club, the manager supports the educational programmes children are following in school. For example, by extending children's role-play experiences. Furthermore, children's ideas are valued and included in the planning of activities.

There is a strong focus on partnership working with parents who are warmly welcomed into the club. Staff are available to discuss a child's day and the progress they are making. Daily discussions, yearly parents' evening and news letters keep parents informed about their children's learning and development. In discussion with parents during the inspection, comments indicate that they are very happy with the service their children receive. They notice their children becoming more confident and full of self-esteem. Children also state that they enjoy coming to the club, playing with the toys and joining in the exciting activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY347960
Local authority	Milton Keynes
Inspection number	815320
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	8
Number of children on roll	2
Name of provider	Roseline Iroegbu
Date of previous inspection	29/05/2009
Telephone number	07790236537

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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