

# After School St Francis de Sales

St. Francis de Sales Infant School, Margaret Road, Walton, Liverpool, Merseyside, L4 3RX

<b>Inspection date</b>	06/11/2012
Previous inspection date	30/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The manager and staff team have limited knowledge of the Early Years Foundation Stage and the requirements within it. Therefore, they are unable to ensure children's welfare is protected and their learning and development is supported.
- Children's health and well-being is not protected as there is no person appropriately trained to administer first aid, should it be required.
- Staff to child ratios are stretched and at times insufficient for the number of children within the club.
- Ineffective monitoring of self-evaluation means that the strengths and weaknesses are not identified and acted upon. There are no procedures in place to provide support, coaching and training for staff to promote the interests of children.

### It has the following strengths

- Children are independent, settled and happy at the club because the staff provide a warm and caring environment where children has familiar routines and fun.
- There are good relationships with parents, who value the service and the club. Information is shared on a daily basis regarding the children's care to ensure that they are settled within the club.

## 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 observed activities in the main group room.
- The inspector met with the manager and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at a range of records, policies and procedures.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Kathy Leatherbarrow

## Full Report

### Information about the setting

After School St Francis de Sales is one of several clubs run by After School (UK) limited. The breakfast and after school club opened in 2005 and operates from the school hall, dining room and two classrooms in St Francis de Sales school in Walton, Liverpool. The club also has use of the playground. A holiday club runs from 8am to 6pm during all holidays, except Christmas. The club is open each weekday from 8am to 9am and from 3pm to 6pm during school terms.

There are currently 122 children on roll who attend St Francis de Sales school and three other local primary schools, of whom 25 fall within the Early Years Foundation Stage. The club employs five full-time staff members, all of whom hold appropriate qualifications at level 2 or 3. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop knowledge and understanding of the requirements for learning and development and for the safeguarding and welfare of children as specified in the Statutory Framework for the Early Years Foundation Stage
- ensure at least one member of staff holds a current paediatric first aid certificate and is on the premises at all times when children are present
- ensure staffing arrangements meet the needs of all the children and ensure their safety. for example, when collecting children from school and managing inappropriate behaviour of older children
- improve the process for the self-evaluation to support and target identified strengths and weaknesses to provide a clear and precise plan of action that includes an effective system for performance management and arrangements for coaching and training.

### **Inspection judgements**

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

Children's learning at school is not complemented because there are no systems in place at the club to support this. There are some very basic profiles in place for children within the Early Years Foundation Stage. However, very few have any detail within them and refer to the old framework. Therefore, procedures are insufficient and lack the necessary details to ensure that children's care and education is supported in the club.

Children readily come into the club after their day at school. They put their coats and bags away in the designated area and staff give children time and space to settle. For example, some children like time to discuss their day and sit with a staff member before engaging with others in play. On the whole, children from the four different schools mix well together, making new friendships. The youngest children enjoy sitting in the tent with older children as they read them stories and they play board games cooperatively.

The environment has been organised and resourced with early years in mind; all children enjoy the book corner, small world, construction and the arts and crafts area. These are enhanced with additional resources for older children, including a snooker table and table-top games. This ensures that there are plenty of activities available to keep children generally occupied and interested. The effective organisation of the resources enables children to make choices and decide their own play. For example, children paint and create collages at the art and craft table and beam with pride as they show off their creations to staff.

They have opportunities to use the outdoor area as they develop their physical skills, working off their excess energy from the school day. However, when this is not available due to bad weather, staff do not make alternative arrangements. This leads to some boisterous behaviour with children running around the club. Parents are invited into the club to complete the registration details on their child. This provides a basic starting point and covers the child's necessary personal details.

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

Behaviour is not well managed. There are inconsistencies in staff abilities and willingness to challenge the boisterous behaviour of some older children. Although some members of staff actively try to discuss the behaviour with the children and attempt to engage them in activities, other staff members do not challenge this behaviour by walking in the other direction. Consequently, the staffing arrangements do not meet the needs of all the children and the care of the older children has an adverse effect of the care of the younger children.

Through the welcoming environment and the warm greeting from staff, children feel valued and have a sense of belonging in the secure club. This promotes a caring atmosphere where they feel confident to make requests, for example, asking for a second helping of snack and to change resources. They also seek staff when they want comforting, which helps them feel assured.

Children manage their own needs at snack times and attend to their personal needs, such as taking off their coats, hanging them up and going off to play. Children are learning to be safe as they ask politely and to tell staff if they are leaving the room to use the bathroom facilities. Staff promote children's health needs through the provision of a healthy snack, such as fruit or toast. Appropriate support for personal hygiene procedures, such as hand washing, further develops their understanding of a healthy lifestyle.

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

The manager is very new to her role and shows signs of becoming an effective leader. However, she does not have a clear understanding of her role with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage and her knowledge of the learning and development requirements is limited. Consequently, this

has an impact on the safety and well-being of the children.

The manager has begun to monitor staff performance, mostly through observation of their practice and has identified some training needs, including behaviour management and effectively engaging children in play. She has begun to evaluate the provision and has identified some strengths and weaknesses, for example, the observation and assessment system and reviewing the documentation. However, there is no clear plan as to how this is to be addressed. Consequently, the areas for improvement are not being acted upon, in order to improve outcomes for children.

The children are safeguarded through appropriate recruitment processes and staff are fully aware of their role to protect children in the case of abuse. They are confident who to report to and all details are within the comprehensive safeguarding policy, including who to contact. There is no member of staff who has a paediatric first aid certificate. Consequently, there is no one suitably qualified to ensure that the health needs of children are protected and first aid can be administered appropriately to protect and care for children, should the need arise. Staff to child ratios are stretched and at times are not sufficient. A number of staff are required to leave the premises to collect children from other schools, leaving insufficient staff on the premises for the number of children already within the club. Also, at times the management of older children's behaviour requires one-to-one staffing, leaving minimal staffing to care for the other children. Therefore, staffing arrangements do not meet the needs of all children to ensure their safety.

Parents are consulted when their child starts at the club and they can make their contributions through the daily discussions at their child's collection time. There are links made with the school and the setting acts as a link between school and home for some children with regard to their health and well-being. This means that there are some consistent approaches in place to support children's care.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure at least one member of staff holds a current paediatric first aid certificate and is on the premises at all times when children are present (both parts of the Childcare Register)
- take action as specified above (Welfare of the children being cared for)

## 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

<b>Unique reference number</b>	EY310049
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	886900

**Type of provision**

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	64
<b>Number of children on roll</b>	122
<b>Name of provider</b>	After School (UK) Limited
<b>Date of previous inspection</b>	30/11/2009
<b>Telephone number</b>	0151 525 8489

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**Type of provision**

For the purposes of this inspection the following definitions apply:

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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