

# Schoolfriend Clubs @ St Mary's Ware

St. Marys Junior Mixed School, Heath Drive, WARE, Hertfordshire, SG12 0RL

<b>Inspection date</b>	12/12/2012
Previous inspection date	07/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	Met
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

- The children make good progress in their learning and development as a result of the provision of a wide range of stimulating and challenging activities.
- The indoor and outdoor child-focused learning environment provides interesting and stimulating activities that engage children and builds on their interests. This is complemented by a good range of toys and resources.
- Children display high levels of confidence and self-esteem as their choices and ideas are valued.
- The very good communication between the schools, the club and the parents fully supports consistency in children's learning.

### It is not yet outstanding because

- The self-evaluation and quality assurance process does not actively include contributions and input from all the parents, children and other staff; therefore, it is not fully effective in reflecting and meeting the needs of all users.
- Programmes of professional development are not in place to ensure that all staff are equally involved in the organisation, planning and monitoring of the setting and can continue to improve their knowledge, understanding and practice.

## 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 spoke to and observed staff and children during the session.
- The inspector observed the resources and equipment on offer and how effectively they are organised to support children's play and learning.
- The inspector sampled documents, including children's observations and assessments.
- The inspector had ongoing discussion with the leader regarding the good practice.

## Inspector

Susan Parker

## Full Report

### Information about the setting

Schoolfriend Clubs @ St Mary's Ware was registered in 2009. It is one of twenty Schoolfriend after school clubs. It operates from the hall and dining area within the school premises. There is an enclosed outside play area. The club is for children attending St Mary's School and Kingshill Infant School, which shares the same school grounds.

The club is registered on the Early Years and the compulsory and voluntary parts of the Childcare Register.

The club employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and one at level 2. The after school club opens Monday to Friday during the school term. Sessions are from 3.15pm until 5.45pm. Children attend for a variety of sessions.

There are currently eight children on roll in the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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

#### **To further improve the quality of the early years provision the provider should:**

- develop further the self-evaluation process to actively include input from all staff, parents and users
- provide further programmes of professional development to ensure all practitioners improve their knowledge, understanding and practice.

### **Inspection judgements**

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

Children are enhancing their skills, attitudes and dispositions towards their learning through very good partnerships and information sharing. The close links with the nursery and reception class provide a coherence of learning between both settings. This ensures that children receive continuous and consistent support which enables them to make very good progress towards the early learning goals. The educational programmes provide interesting and challenging activities and experiences which encompass each of the seven areas of learning. Children are given the time, support and resources to investigate their chosen activity, which promotes their enthusiasm for exploration and learning. Staff have high expectations of all children, which are firmly based on the knowledge gained from observation, assessment and good communication between the school, parents and the after school club. Staff provide interesting and exciting activities and experiences, which are gained from a good understanding of children's ideas and interests.

Children are keen learners, their ideas are valued which gives them confidence. For

example, older children invent a Christmas game which involves the whole group and is fully inclusive so that even some parents join in. Their choice of using the computers enables the older children to design and print the rules to the game. This encourages children's interests in technology, reading and writing skills. Children communicate well with each other and staff encourage discussions to support their language skills effectively.

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

Children display firm bonds and attachments with their key person, showing they feel happy and secure in this setting. Staff are good role models, using clear explanations and guidance which supports the children's good behaviour. The relationships in the afterschool club are strong. Older children include the younger ones in their games and activities, and show a caring and nurturing attitude. Children respect each other's similarities and differences. They learn about each other's cultures through celebrating festivals from around the world. Staff give the highest priority to keeping children safe through good supervision and assessment of risks. For example, staff explain to children why it is unsafe to use the hall when the floor is wet.

Children adopt good attitudes towards healthy eating through their choices of health snacks and through inventive cooking activities. For example, children design a Christmas jar and fill it with all the ingredients to make Christmas Cookies. This also encourages the children to extend their learning at home with their parents or carers.

The environment is very well stocked with high quality and interesting resources. Activities are well balanced between adult-led and child-led, with a wide range of choice for either indoors or outside play. The good interaction between the different age groups who attend promotes the youngest children's independence skills as they learn good attitudes and behaviour from the staff and other children.

Children benefit from the broad range of exciting experiences provided which include all seven areas of learning. These experiences support the activities learnt in their class and also provide activities to do at home. This ensures a coherence of learning for all children. Plans and assessments are monitored to ensure that they show an accurate record of children's abilities and progress.

Children are very well prepared for the next stage in their learning because staff who work in the after school club, also work in the schools. Therefore, children are very familiar with them. The excellent communication and information sharing between the children's class and the club, ensures that children's well-being is actively promoted.

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

The safeguarding and welfare requirements are understood by the leader and staff who have attended safeguarding children training and are fully aware of the procedures to follow should they have a concern about children's welfare and safety. A clear and detailed

policy supports the club's procedures and is shared with parents. The leader has undertaken a recent self-evaluation of the setting's strengths and areas for improvement. It is the result of careful monitoring by the leader and highlights her plans for future improvements. However, the process does not actively seek the input of other staff, parents and children; therefore, it is not reflecting the views of all users.

The quality of the educational programmes is effectively monitored through good partnerships between the children's teachers and the after school club leader. The management has effective systems in place to monitor performance and professional development is adequate. However, delegation and sharing of responsibilities are not fully effective in helping staff to improve their knowledge, understanding and practice. The staff in the setting do not have equal input or responsibility, therefore, professional development does not ensure that staff are continuously improving their good practice.

Partnership with parents is good and makes a strong contribution to meeting children's needs. Their views are sought verbally and through questionnaires as well as the introduction of a comments book. This is very effective in understanding and supporting children's learning and development.

### 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
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>	EY386153
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	817754
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	8
<b>Name of provider</b>	Schoolfriend Clubs Limited
<b>Date of previous inspection</b>	07/09/2009
<b>Telephone number</b>	0870 442 2287

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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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