

St Barnabas Out of School Club

St. Barnabas C of E Primary School, Jubilee Terrace, YORK, North Yorkshire, YO26 4YZ

Inspection date

28/02/2013

Previous inspection date

20/01/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children have formed firm friendships with their peers. This is because they spend time playing together and older children are kind and considerate to younger children.
- Partnerships with parents are well-established and they are informed daily of what their children have enjoyed during the session. This means parents are involved in their child's learning.
- Children engage in a range of activities that sustain their interests. As a result, they behave well and are engaged in their play.

It is not yet good because

- A few children are not assigned a key person. As a result, there is no designated person to create a strong bond or attachment with children when they first attend the setting.
- Partnerships with other Early Years Foundations Stage providers children attend have not been fully developed. Consequently, information regarding children's learning and development is not consistently shared between settings to support them to make good individual progress at the club.
- There is scope to develop the environment to provide an area for children to rest and relax after school.

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 children in the main hall and in the school when being collected.
 - The inspector completed a joint observation with the manager of the setting.
 - The inspector held meetings with the provider, the manager and one parent.
- The inspector checked a range of documents including; evidence of staff suitability, observations, children's learning files, staff and parent questionnaires, training certificates, policies, procedures and the setting's self-evaluation form.

Inspector

Laura Hoyland

Full Report

Information about the setting

St Barnabas Out of School Club was registered in 2005. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary committee, who are part of York Childcare Ltd. It operates from the school hall at St Barnabas C of E Primary School in York. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3, and one at level 2. The setting opens Monday to Friday during term time only. Sessions are from 7.30am until 9am and 3pm until 6pm. Children attend for a variety of sessions. There are currently 38 children on roll, of whom seven are in the early years age group.

What the setting needs to do to improve further

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

- improve partnerships with other Early Years Foundation Stage providers to share information about children's learning and development. Use this information to improve the planning of activities to extend and challenge children to complement their learning in settings where they spend more time.
- implement a key person system to ensure all children make secure attachments to particular staff.

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

- develop the environment to provide a cosy place where children can relax and rest quietly if they need to.

Inspection judgements

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

Children happily arrive at the setting and begin to play their favourite games with their friends. They confidently ask for resources and have a selection of favourite board games and projects that they are undertaking. For example, children use small coloured beads to make a picture of a children's wizard and the older children support the younger ones to take part. Staff have started to observe children and are generally aware of their interests. However, they do not use information from other settings where children spend more time to inform their planning. Therefore, planning is not fully effectively in complementing children's learning at other settings where they spend more time. Staff use the information about children's interests to ensure resources are available to allow children to explore. For example, an office has been set up for a children who enjoy pretending to be their parents at work. Staff have a basic understanding of how children learn and develop but they do not always have sufficient knowledge of children's learning needs. Therefore, children are not consistently challenged in their play to ensure they make good individual

progress.

Children are confident communicators. They talk to staff and their peers with ease, deciding what games to play and whose turn it is. They discuss their day at playgroup and school and older children listen to the younger children asking them questions that they show genuine interest in. Younger children ask staff for help when building a marble run. They assemble the pieces and show delight in their creation. This supports their self-esteem as well as their physical skills.

Partnerships with parents are positive and they feel included in the setting. Staff generally take time to talk to parents on a daily basis and tell them what their child has been doing. A book of photographs of activities has been created and is available for parents to look through when they wish. This means they know what opportunities children have in the setting.

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

Children are happy to attend the setting. They know where to assemble to be collected in school and behave very well. This is because children have formed firm friendships with each other and enjoy their time playing as a group. Older children help the younger children and encourage them to take part in their games. For example, they play board games and the older children explain the rules to support the younger children to understand. This supports children to understand how to respect each other and behave appropriately.

Children ask staff for help and support when needed. Children confidently ask for resources and engage with staff in conversations. Not all children are assigned a key person. This means that on some occasions there is no designated person to get to know individual children well and create a strong bond with them to ensure all children feel safe and secure in the setting. This is a breach of the welfare requirements. However, there are only two staff and children confidently relate to those at work each night so the lack of a key person has little impact on children's well-being.

Children are provided with a range of healthy and nutritious snacks. They sit together at a large table and engage in conversation, making snack time a social occasion. They use good table manners such as 'please' and 'thank you' and help to set the table and tidy away. This enables children to develop skills for the future. Staff discuss dietary requirements with parents and inform them of what children have eaten. They also talk about any likes and dislikes children have so that their preferences can be taken into consideration when planning snacks.

Children are very energetic and staff ensure they have opportunities to regularly exercise either outdoors or in the main school hall. Children enjoy a range of ball games and use equipment to build obstacle courses they can slide and slither through. They understand how to keep themselves and others safe and are aware of the setting's rules and boundaries. However, for children who would like to rest and relax there is little provision for them to do so.

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

Children are adequately safeguarded in the setting because staff understand their role and responsibilities. They have attended safeguarding training and have a policy and procedure to follow should they have any concerns about a child's welfare. All staff are subjected to a clear recruitment procedure and have been checked to ensure they are suitable to work with children. In addition, staff have regular supervision meetings to discuss their practice and training needs. They attend regular training courses to update their knowledge and understanding of childcare issues.

Limited improvements have been made since the last inspection. However, the committee have recently appointed a new manager, who is already identifying areas in need of development. Staff discuss the setting and how to make improvements. The manager is aware that changes are needed to ensure children are challenged in their learning and she has issued questionnaires to parents and children to obtain their views on the setting. This shows a positive approach to continuous improvement.

The manager has started to monitor the activities and learning opportunities available to children. She has a reasonable understanding of the Early Years Foundation Stage and how to support children to learn and develop. Staff have created positive partnerships with parents, ensuring they have access to the setting's policies and procedures. However, partnerships with other Early Years Foundation Stage providers are not fully in place to consistently support children to make good individual progress.

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	EY319323
Local authority	York
Inspection number	878060
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	38
Name of provider	St Barnabas Out of School Club
Date of previous inspection	20/01/2011
Telephone number	0776 6191405

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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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