

St Mary's Before and After School Club and Holiday Playscheme

St Mary's Church Hall, Bristol Road, Selly Oak, Birmingham, B29 6ND

Inspection date	09/08/2013
Previous inspection date	24/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are encouraged to make choices from a good range of age-appropriate toys and resources. They respond positively to a wide range of activities. As a consequence, children make good progress in their learning through play.
- Children are valued and staff help them to feel good about themselves by providing positive support, praise and encouragement, while managing behaviour very well. This helps build children's self-esteem.
- Children learn consideration for others and confidence around children with special educational needs and/or disabilities. They have access to a range of activities and play opportunities which reflect diversity and acknowledge cultural differences.
- There is a strong partnership with parents and other early years professionals involved in children's care and learning. As a result, staff support every child so that no group or individual is disadvantaged.

It is not yet outstanding because

- There is scope to improve opportunities for children to make better use of the outdoor area for investigation of the natural world.
- There is room to improve the book area to create an attractive space where children can enjoy relaxing to look at books.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 held discussions with the provider, chatted with children during their activities and talked with staff.
- The inspector conducted a tour of the premises, indoors and outside, and viewed the equipment and resources available for the children.
- The inspector looked at a selection of policies, procedures and children's and staff records.
- The inspector took account of the views of parents spoken to on the day of inspection and children's comments received.

Inspector

Karen Cooper

Full Report

Information about the setting

St. Mary's Before and After School Club and Holiday Playscheme opened in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two rooms within St Mary's Church community building in Selly Oak, Birmingham. It serves the local and surrounding areas. There an outside play area available.

The setting is open from 7.30am to 9am and from 3.30pm to 6pm each weekday during term time, and from 7.30am to 6pm during school holidays. It operates all year round, except for one week at the start of September. There are currently 70 children on roll, of whom 17 are in the early years age group.

The setting employs three members of staff, all of whom hold appropriate early years and playwork qualifications at level 3. It receives support from the local authority.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their knowledge of the natural world, for example, by planting seeds and growing plants
- improve the book area by, for example, providing a range of soft seating and displaying books attractively to entice children to use them.

Inspection judgements

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

Children are fully engaged in the activities and are eager to attend the setting. This means that they enjoy themselves. They have access to a good range of age-appropriate toys and resources, and the freedom to choose their own play enables children either to follow their interests or engage in an adult-led activity. Staff demonstrate that they know the children well and regularly observe them as they play. They take note of children's self-initiated play and use this information to inform their planning and to ensure that the children's interests are used as a basis for future learning. As a result, children make good progress towards the early learning goals and are acquiring the skills for the next steps in their learning.

Children happily involve staff in their play and have lots of fun competing against each other as they join in table-top football and card games. This supports their mathematical skills as they count the goals that they score and match the colour and suit on the cards. Children have good opportunities to play outdoors and join in physical play. They have great fun participating in organised activities, such as skipping and various ball games. Children enthusiastically join in swingball and have lots of fun throwing, catching and kicking balls to each other. They show their excitement at winning, and staff praise the children for their efforts. This helps them to feel valued and promotes their personal, social and emotional development.

Younger children are encouraged to label their own work and practise their writing skills in a variety of ways, such as drawing, painting and stencilling. They have access to variety of books. However, there is room to improve the book area to create an attractive space where children can enjoy relaxing to look at books. Children are able to complete school homework, which encourages them to extend their enjoyment and learning.

Children have good opportunities to develop their knowledge of technology. They competently use handheld games consoles and know how to use a karaoke machine. Children's understanding of diversity is promoted through a range of resources and play opportunities which reflect diversity and acknowledge cultural differences. They have tasted foods from around the world and are helped to consider and value each other's backgrounds and differences. Children are encouraged to join in events to help raise money for charity. These opportunities ensure children develop their knowledge and understanding of the wider world that they live in. Children enjoy using magnifying glasses to look more closely at insects and collect leaves to make collage pictures. However, there is scope to improve opportunities for children to better develop their understanding of the natural world, by providing more opportunities for them to plant seeds and observe them as they grow.

Staff ensure that children have fun and learn through play. Children's learning records are available for parents to view to enable them to support their children's learning at home. Daily activities are regularly shared with parents to keep them fully informed of their children's ongoing learning and development.

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

Children confidently move around the available space, and toys and resources are rotated on a regular basis to ensure children remain stimulated. This helps to foster children's choice and play an active role in their learning. As a result, children are happy and settled and have established good relationships with staff and their peers.

Staff are well deployed to ensure ratios are met and younger children are grouped effectively with a key person. As a result, children enjoy high levels of attention. Staff go to a great deal of effort to ensure the individual needs of all the children in their care are met. They are strongly committed to inclusion and provide a fully inclusive service which ensures all children are welcomed at the setting. As a consequence, children learn consideration for others and confidence around disability. Parents are requested to

complete an information form during registration time which includes useful information about their children's interests, abilities and individual needs. This ensures children benefit from continuity in their care and learning to support them to make the transition between home, school and the setting.

Children and staff respect each other. Staff praise and encourage children frequently. They have high expectations of children's behaviour and they manage behaviour in a way that is appropriate to each child's age and stage of development. They ensure children are busy and provide clear boundaries that children understand. Staff are good role models of behaviour and attitude, and children follow their example. They encourage children to share, take turns and use their manners. This promotes children's self-esteem and, as a result, they are learning about acceptable behaviour.

Children's health is supported well. They are familiar with the daily routine and know to wash their hands at appropriate times. Mealtimes are relaxed social occasions when the children and staff sit around the table to enjoy their food and each other's company. Food is provided by parents, and any perishable foods are stored in a fridge if necessary to ensure children's well-being is protected. Staff are fully aware of any children with dietary requirements and allergies, and ensure their requirements are met. Fresh drinks are freely available throughout the day, which children are able to independently access.

Children learn about staying safe through daily routines and discussions. Staff remind them of the setting's rules to ensure they develop a good awareness of safe behaviour. As a consequence, children show a good understanding of personal safety. For example, they know that they must wear a high-visibility jacket when walking from school to the setting, so that they can be seen by motorists. Their understanding of safety is further promoted as they learn about fire safety. Staff practise the evacuation procedure with them to ensure that they know what to do in the event of an emergency. Children are helped to understand how exercise helps them to stay healthy. They enjoy dancing to music and benefit from daily opportunities to play outdoors or indoors in the sports hall where they get plenty of robust physical exercise. These opportunities enable children to socialise with their peers and have fun.

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

Management ensure that the safeguarding policy is implemented throughout the setting. All staff have a good understanding of their role and responsibility to protect children in their care, and know the procedure to follow should they have any concerns. They are fully aware of the procedure to follow in the event of an allegation being made against a member of staff. Robust vetting and recruitment systems ensure staff are suitable to work with the children. Staff have completed safeguarding training and paediatric first aid qualifications. They have a good awareness of security and carry out daily safety checks on the premises and during school runs to ensure that children remain safe and secure. Staff ensure children cannot leave the premises unsupervised and that there can be no unauthorised access to them. There are good arrangements for admitting visitors, and clear procedures are in place to ensure children are collected only by authorised people.

Information with regard to legal parental responsibility is obtained at registration. This ensures children's safety is protected.

The setting is effectively managed by the provider, who is fully committed to meeting the needs of the children and families who attend. As a consequence, the whole staff team share the same passion and drive for continual development and work well together. This is reflected in the happy atmosphere created for children. Staff are monitored effectively and regularly discuss their training needs and practice issues. They demonstrate a good understanding of the welfare, learning and development requirements, and monitor children's progress and the education programmes effectively. This ensures that children continue to make good progress.

Staff demonstrate clear ideas how to drive the setting forward and regularly reflect and evaluate their practice. As a consequence, they have addressed the recommendations from the previous inspection by further improving safeguarding and risk assessment procedures. Everyone's views are valued, including those of parents and children. Questionnaires are provided and carefully analysed. The information is taken into account to help to identify strengths and prioritise development that will help to improve the quality of provision for all children.

Positive partnerships have been established with parents. It is evident from discussions with parents that they greatly appreciate and value the service provided. For example, one parent stated that 'staff are caring, approachable and flexible and are very supportive'. Information is shared with parents through ongoing dialogue, policies and procedures and details posted on the notice boards. Children's and staff's personal records are stored appropriately to ensure confidentiality is maintained. Staff recognise the importance of working in partnership with other early years providers. As a result, children benefit from the effective links that they have established with the local schools. This ensures continuity and consistency in children's care and learning.

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 action. 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	509430
Local authority	Birmingham
Inspection number	872346
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	70
Name of provider	Gerald Fage and Angela Fage Partnership
Date of previous inspection	24/02/2009
Telephone number	0121 414 0898

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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, which are usually the childminder's 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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