

After School St Francis de Sales

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

Inspection date	16/09/2013
Previous inspection date	06/11/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- The friendly and playful interactions from staff ensure that children are at ease. Children demonstrate they feel safe and confident in the care of staff.
- Staff provide a suitably organised environment that allows children to rest or play after a long day at school. The range of activities made available to children promotes learning opportunities that span the seven areas of learning.
- Staff ensure that the way they care for children supports them to be happy, behave well and play nicely with each other.

It is not yet good because

- The records of children's likes, needs and preferences are not always recorded before children start. Therefore, staff do not use such information to plan activities and ways to support children to settle into the setting.
- Specific aspects of the welfare requirements are not yet fully embedded in practice, such as the arrangements for a programme of regular staff supervision.
- Self-evaluation systems are still in their infancy and do not include a secure regular review of practice. This includes ensuring all documentation, procedures and policies put in place for the safe management of the setting are implemented and maintained in a consistent manner.

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 observed activities in the dining room and the main hall and the equipment available to children during their time at the setting. The inspector also viewed the outdoor play spaces and classrooms, which may be used with children but were not used on the day of the inspection.
- The inspector held meetings with the manager of the club and he held discussions with some of the members of staff present during the inspection.
- During the inspection, the inspector viewed children's assessment and planning records, regulatory documentation regarding adults' qualifications and suitability and children's details. He discussed the plans for self-evaluation and viewed the risk assessments and other pertinent safety documentation.
- The inspector interacted with the some children and observed the interactions between their parents and staff at collection times.
- The inspector undertook a shared observation with the manager of children participating in adult-led team games in the main hall.

Inspector

Frank Kelly

Full Report

Information about the setting

After School St Francis de Sales opened in 2005 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of six settings run by After School (UK) limited. It operates from the school hall, dining room and two classrooms in St Francis de Sales primary school in Walton, Liverpool. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday all year round with the exception of Christmas. Sessions are from 8am to 9am and 3pm to 6pm during term time and between 8am and 6pm during holiday periods. Children attend for a variety of sessions. There are currently 118 children attending; of these, 15 are in the early years age group.

The setting employs six members of childcare staff. Of these, three hold relevant early years qualifications at level 3 and one member of staff holds a relevant qualification at level 2. One member of staff is working towards a qualification.

What the setting needs to do to improve further

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

- extend and improve staffs awareness of the ways that they plan activities, so they consider the individual needs, interests and stage of development for each child. For example, to make sure children are happy, settled and take part in the activities on offer by ensuring that resources and activities enjoyed by children; are available to support them while they are settling into the setting
- identify ways to create sufficient time so as to increase the frequency of supervision with staff. Use the arrangements in place for supervision to foster a culture of support, teamwork and as a way to identify solutions and monitor staffs progress.

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

- revise the ways self-evaluation is undertaken to enable regular monitoring and evaluation of the provision to ensure that the procedures in place are implemented and maintained in a consistent manner. For example, the ways documentation and records are organised and retained.

Inspection judgements

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

Staff demonstrate a secure understanding of how children learn. They ensure that there is a suitable range of resources and activities available to children; that allow them to make personal choices about where and what they play with. Parents are consulted to ensure that their children's unique needs and requirements are known by staff and there is an information sheet available to record such records. However, the information gained from parents is not currently used to best effect. It is not always recorded in the child's information file. Staff do not yet securely use this information when planning the activities for these times. Consequently, they do not always have activities and equipment that they know children like; readily available to engage and support new children who are attending for the first time. Nevertheless, staff are sensitive and gentle providing those children who are less confident with support and encouragement. They introduce them to activities available and invite them to join in.

Planning and assessment systems for children's learning are still in their infancy. Staff demonstrate through children's learning records that they are beginning to observe and identify and plan some activities; that support children to make progress, practise and consolidate their learning. Staff seek information from school staff when they collect children and they have arranged further meetings with school staff. These will take place once children have settled into their school routines and information shared will be used to complement the care and learning received in school.

On a day to day basis staff provide sound support to children to promote their learning as they go about their play. They join in with play and help younger children develop their language skills and problem solving. For example, when playing 'Who am I?', they suggest children ask questions to their friends, such as 'Do I live on a farm' or 'Can I swim?' By modelling these types of questions it supports younger children to learn how to play the game. They learn how to ask questions in a way that supports them to gain the information they will need; so as to identify who or what they are. Children eagerly join in team games in the main hall, which allow them to be physically active and develop their coordination, such as throwing and catching. They enjoy the excitement of sharing and team working. They learn about rules and ways to behave that are fair. Consequently, children experience on a daily basis activities which enhance and help them build their skills across the prime areas of learning.

Self-chosen play with a suitable range of equipment provides children with a broader range of things to do, which helps them to incorporate experiences that introduce aspects of the specific areas of learning. For example, jigsaws and construction toys foster children's shape and space recognition, while encouraging them to concentrate and develop their finer hand to eye coordination. Craft activities, such as making decorative signs and clocks out of collage materials and paper plates, encourage children's developing number recognition. It allows them to practise writing skills and presents opportunities for them to express and create designs of their preference.

During these times, children are quickly absorbed in what they choose to play with, after their busy day in school. There are dolls houses and play people to act out the imaginary events and a wide range of books to look at. Consequently, children who have attended regularly have settled fully into the club are busy and confident to express their needs and preferences.

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

Parents are welcomed and suitably engaged to allow for the sharing of relevant information, so that children's specific needs are known and met. School staff are consulted daily at collection times to ensure relevant information is shared, so as to promote children's well-being. The setting has suitable systems for engaging and working with any other agencies or services to support children who have an additional or specific need. At the club staff are playful and friendly with children, which supports them to feel at ease. They enter the setting full of enthusiasm. They are eager to share their news about their day, such as what they had for their lunch. Arrangements to support children's transitions into the club are generally secure. Children are invited to visit before their starting day to help them gain an awareness of who will care for them and where they are to be cared. Key persons stay close to new children to provide reassurance and help them feel safe. They engage children to be helpers, such as asking them to hold their pen and holding their hand as they move from the playroom to the main hall. They help children learn about safe ways to behave when walking from school to the setting and when in the playrooms. Helping them to be aware of hazards, such as tripping over discarded toys.

Procedures for promoting children's health are suitably followed, with medication and accidents records generally maintained appropriately. Children are cared for by adults, who have up-to-date first aid training certificates. On a daily basis, children learn about hygiene procedures as staff encourage them to wash their hands at appropriate times. Healthy eating displays created by the school are visible in the main areas of care. Staff provide a range of snacks that include healthier options, such as, bagels and sandwiches, fruit, milk and water. There are quiet areas for children to relax within, sit and chat with their friends. There are daily opportunities for more vigorous activities to take place in the main hall or outdoor play areas dependant on the weather. Staff support children to be active and help them to build their skills. For example, the very young children play a game of catch, kick and roll with a ball and a member of staff. This helps them gain confidence and skills, which they will need when they join older children, who are involved in an energetic session of 'Dodgeball'.

Children are supported well to behave appropriately as staff are calm, consistent and polite in their interactions. Children in return are polite and responsive to staffs' guidance, such as not getting up and walking around during their snack. They take the time to explain to children why their actions may not be appropriate. Thus over exuberance and any incidents of inappropriate behaviour by older children are quickly dispelled. The setting has a suitable range of posters, books and other resources that reflect the wider diversity of the world today. This creates an inclusive environment and helps children to develop positive attitudes to difference.

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

The setting meets the requirements of the Statutory Framework for the Early Years Foundation Stage soundly, as most aspects of the welfare requirements are now fully met. Procedures for safeguarding and child protection meet the requirements of the Local Safeguarding Children Board. Through a combination of induction and relevant training staff gain and demonstrate a secure familiarity with the potential signs and indicators of abuse. They are able to explain securely who and how they should report any concerns they may have about a child. Recruitment and selection processes follow recommended guidance. All adults caring for children have completed a full vetting check, such as those by the Disclosure and Barring Service.

On a daily basis, children are kept safe through relevant supervision and monitoring of the access to the areas of the premises used. The equipment is of a good quality and the premises are cleaned and maintained by the school. Well established procedures for the collection and escorting of children from other schools have been established with clear routes taken. Children are required to wear high visibility bibs to ensure they can be seen. Staff complete a daily check list to ensure that the equipment and the rooms used remain safe and suitable. This minimises any potential hazards caused by other users of the premises when the setting is not operating.

The setting demonstrates that it understands and has suitable ways to link with and help families to access other services and professionals. Thus enabling children to be suitably supported based on their unique needs and individual starting points. Information for parents is readily available on displays and parents are greeted warmly at collection times during which staff update them on how their children have been and what they have been doing. Parents were observed to have relaxed and familiar relationships with staff and with the routines. The registration forms used to record children's details and gain the relevant parental consents means that all the information required by the Statutory Framework for the Early Years Foundation Stage is retained. However, there is some confusion about the location of some records, which compromises the overall effectiveness of the system. The registration form for one child who had just started could not be located. It is a requirement that information about the child and parents contact details are obtained. As the child has an older sibling attending the setting staff had access to the relevant information and on this occasion the child's safety was not compromised. This inconsistency in the way records are retained demonstrates that monitoring systems and self-evaluation currently lack sufficient rigour to ensure that procedures put in place are implemented consistently and maintained on an ongoing basis.

Formal self-evaluation is still in the early stages, however, the manager demonstrates well how she has addressed the actions since the last inspection. This includes ensuring that the majority of staff now have a full and up-to-date first aid certificate. Staff rotas have been reorganised to ensure that staff are deployed appropriately, so that the needs of children are met during all periods of care. She has undertaken behaviour management training and very successfully supported the staff team as a whole to adopt positive attitudes and strategies. This means children are supported well to interact and behave in

ways that are acceptable. This consistency of approach is helping to support children's developing social and personal development and contributes to older children's developing sense of early citizenship. Staff have been supported sufficiently to ensure they have a sound familiarity with the learning and development for children as detailed within the revised Statutory Framework for the Early Years Foundation Stage.

Team meetings are undertaken and systems are in place for annual appraisal of staff. A programme of regular supervision has been instigated as the manager is aware that it is a legal requirement. At present this process is still in its infancy. The manager acknowledges that this is not yet sufficiently rigorous or undertaken with sufficient frequency; to fully foster a culture of support and ongoing development. She has, however, identified some areas for planned improvement and has taken time to reflect on her own skills and identify potential areas for personal development. The range of qualifications and experience within the staff team provides a secure base to continue with the development of the learning programme and make continuous improvement in the quality of the service overall. Information is made available to parents through displays and discussions. The views of parents and children are sought through questionnaires and discussions. The setting has suitable systems for working in partnership with other agencies and services to promote the best interests of the individual child.

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	EY310049
Local authority	Liverpool
Inspection number	893535
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	118
Name of provider	After School (UK) Limited
Date of previous inspection	06/11/2012
Telephone number	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, 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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