

St Michaels After School Club & Holiday Playscheme

St Michaels C of E Primary School, Church Street, Kingsteignton, Devon, TQ12 3BQ

Inspection date	13/03/2014
Previous inspection date	15/05/2009

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

- There are strong supportive relationships between staff, children, their parents and their teachers in school. This supports children's well-being and they are happy, secure and confident.
- Staff provide a safe, caring environment with a range of stimulating activities to build on and complement children's learning in school.
- The club is a close community where children make new friends of different ages. Older children encourage the younger ones.
- Children are very motivated to learn and acquire new skills and so they make good progress.

It is not yet outstanding because

- Staff do not always fully extend children's learning by encouraging them to solve problems and to plan their own next steps.
- Although children learn about the natural world and about their own community, there are fewer opportunities for children to learn about different cultures and the wider world in which we live.

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 at the after-school session, both indoors and outside.
- The inspector spoke to staff, children and parents and took their views into account.
- The manager and the inspector conducted a joint observation of an activity.
- The inspector interviewed the manager.
- The inspector sampled policies and looked at the club's self-evaluation form.

Inspector

Annette Blundred

Full report

Information about the setting

St Michael's After School and Holiday Club registered in 1994. It is managed by a committee. The club is situated in the grounds of St Michael's Church of England Primary School in the centre of Kingsteignton, near to Newton Abbot. The group has access to the school toilets, two large enclosed playgrounds and grassed outdoor areas. It also has the benefit of the school orchard and wildlife garden, and the occasional use of the school hall. The group provides before and after school care for children who attend St Michael's School. The holiday club is open to families from the surrounding areas. It closes on bank holidays and for two weeks during August.

Children attend for a variety of sessions during the week at parents' request, through a pre-booked system. The group opens every weekday from 8am to 6pm during the holidays. Before and after school sessions are 8am to 8.50am and from 3.15pm to 6pm. There are currently 67 children on roll, of these, nine are within the Early Years age range. Seven part-time staff work with children and five have appropriate early years qualifications. The manager has Early Years Practitioner Status. The group 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 further improve the quality of the early years provision the provider should:

- strengthen staff expertise in effective questioning to enable children to extend their learning and to solve problems
- provide more opportunities for children to become aware of different cultures in the wider world.

Inspection judgements

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

Children enjoy their time at the club and have fun participating in the wide range of activities available. Initially they choose what they wish to play with and then they often choose to move on to organised group activities, both indoors and outside. For example, outside there is a range of play equipment, wheeled toys, and team games. Indoors there are activities such as craft, construction and technology. Staff label resources clearly to enable children to select them independently.

As the club is on the school site most children attend regularly and the staff know them extremely well. Two of the staff work in the school, one in the Nursery and the other in

the Reception class. Staff liaise with parents and with the teachers at the school in order to have a good understanding of children's needs and interests. The key person gathers information from parents, the child and the teachers when children start at the club in order to identify their starting points.

Staff show a good understanding of the learning and development requirements of the Early Years Foundation Stage and cover these areas well to support the learning which takes place in school. Staff can clearly explain the levels of development of individual children. They share these with parents and carers on collection, for example, if they acquire a new skill such as skipping, catching a ball or measuring. Overall children make good progress at the club.

Children of all ages are included in a range of activities which offer different levels of challenge. Staff and older children adapt these for the younger ones, for example, in ball games outside and in making models. Children are actively involved and purposefully occupied in activities, some relaxing by constructing, drawing or colouring at the end of the school day, others prefer to be more active on the scooters outside or by joining in the team games. Children say that they like to continue some of their tasks, for example, constructing a model, at their next session. This encourages them to persevere and take pride in their achievements. They enjoy showing their work to the other children and to their parents.

Children also enjoy activities such as cooking which involves estimating, weighing and measuring. For instance, they make biscuits in the shape of bats to go on the Superhero placemats they have designed. There are resources to encourage imaginative play and a keyboard and musical instruments for children to use. In addition there is a computer, a play-station and a console to enable children to develop skills in technology.

Staff teach children about their own community and they enjoy outings in the school holidays to learn about the local facilities. They are also able to explore aspects of the natural world in the school orchard. However, there are fewer opportunities for children to learn about other cultures and the wider world in which we live.

Books are available for the younger children to enjoy either by themselves or with an adult if they so wish. Staff extend children's vocabulary through their daily conversations and activities. Both staff and children contribute to a daily diary in which they record their activities and ideas. For example, 'We made and laminated our Superhero placemats. We made some Superhero biscuits like bats to put on our placemats.' This encourages children to express their thoughts in writing and to practise their skills.

Staff support all children well in their activities and in their learning. They have good relationships with them and help them to formulate ideas. They make suggestions to assist them when required, for instance, in their craft or construction work. Children appreciate this and it helps them to follow instructions. However, staff do not always take opportunities to help children to plan and solve their own problems by the use of effective questioning. Nevertheless, staff do encourage children to reflect on their learning. They organise a circle time when all children contribute and many speak about their day at school, for example, they tell others what they are learning about electricity and about the

bookmarks they have made.

Towards the end of the session, when parents begin to collect their children, the group enjoys activities such as a memory game. Although this is optional children usually participate enthusiastically. In addition to developing their skills this ensures that there is minimal disruption when children leave. As they do so staff liaise with parents, who comment that they appreciate this interaction at the end of each day. They say that they feel very involved in their children's care and learning.

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

There is an effective key person system in place. Some of the staff work in the school so some children already know them well when they start at the club. Even when this is not the case staff establish good relationships with children and their families and this makes children feel secure. Parents comment on the positive relationships. They say that they are very confident about leaving their children in the care of the staff. Before children start at the club staff ask parents about their child's needs, including dietary requirements and any allergies so that their individual needs are addressed.

Staff provide healthy snacks during the sessions and they teach children about healthy eating, for instance, children learn about proteins, fats and carbohydrates. They discuss different fruits and vegetables and they are aware of vitamins. Snack time is a social time and children can help to prepare for it if they wish. Staff encourage the children to be active and many activities take place outside. All children are independent in their self-care and hygiene routines, and staff support them well to achieve this, promoting independence whenever possible. Parents state that this is an aspect of the care which increases children's self-confidence.

Keeping children safe is a very high priority for the staff. They collect children from their classrooms and from after school clubs. They closely supervise all activities to ensure that children are in sight at all times. They accompany children to the toilets on the other side of the playground and check them before the children use them. They carry out daily safety checks and risk assessments to provide a clean and hygienic environment. Staff and children practise a fire drill every half term.

Children learn to keep themselves safe. They know that they must be vigilant in the playground as there are many adults and children around, especially in the after school session. They know that they must use the safety helmets when using the scooters. They learn to use all equipment safely and staff encourage them to clear away equipment tidily when they have finished with it. This is always the case at home time. Parents state that this reinforces their expectations and helps with routines at home.

Behaviour is good. Staff are good role models, encouraging children to be polite, to support and respect each other and to be independent. Children benefit from a reward system and they save up rewards to be able to buy new resources for the club, which they can help to choose. For instance they 'earn' marbles as a reward for an achievement, for

trying hard, or for supporting another child. Children place these in a jar of their choice in order to vote for a specific toy or piece of equipment. For example, children are voting for a football table or teddies, with teddies in the lead. Once the group has used all the marbles the staff buy the new resource. This is a group effort and children are also individually motivated to collect the rewards. They are therefore making a positive contribution to the club.

Staff involve children in decisions. For instance, they tell staff about the types of snacks they would like and they then help to make a shopping list. They also make suggestions for games and activities, making a decision by voting when there are several suggestions. Children learn to accept the view of the majority. This is a good learning experience for them as they learn to compromise and reach agreement. They also play card games when they learn to anticipate and predict. Activities such as these increase their skills and their confidence.

Staff share children's achievements are on the 'Wow' board for all to see. Because the staff provide a safe supportive environment, children feel able to share their problems and embarrassments as well as their achievements. For example, they share difficulties that they have encountered during the day during the group circle time. The support that they receive from the group makes them feel more secure and enhances their self-esteem. Children say that they enjoy making new friends at the club and one of the teachers at the school also says that children tell her that they make friends of different ages. This gives them a wider perspective than their experience in the classroom and develops their confidence. There is a continuity of care between the club, the school and parents, which contributes positively to children's well-being.

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

Leadership is good. As a result, the staff are highly motivated to meet children's needs well. The committee, the manager and the staff have a secure understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They provide a safe and stimulating environment for the children they care for and supervise children closely at all times. The manager has devised a clearly defined rota for this purpose. At the end of a school day the older children walk over to the club independently where a member of staff greets them. Staff collect the younger children from their classrooms. As there are a number of school clubs running during term time, staff also collect children from those at the allocated time.

The team make daily checks before each session to ensure that the environment is free from hazards, minimising the risk of harm. Staff are trained in safeguarding and first aid. They are aware of their responsibilities to keep children safe. They demonstrate that they can recognise children who may be at risk of harm and that they are confident to use the appropriate procedures, should the need arise. The manager is the designated person for safeguarding.

The manager monitors the learning and development requirements carefully, liaising with school staff to complement children's learning and to discuss any concerns. The club supports children with additional needs and staff liaise with other agencies for advice, when required. Staff promote inclusion and equal opportunities through policies, approach and practice. However, they do not fully raise children's awareness of diversity.

There are robust recruitment procedures with the required suitability checks in place and a clearly defined induction process. Therefore, staff are confident about implementing the policies and procedures. They have regular supervision sessions where they share ideas and identify areas for improvement. Staff have regular appraisals and the process of self-evaluation is well embedded. The committee and the manager use feedback from staff, parents and children to identify priorities and to inform their planning. For example, staff are refining their observation skills and making more specific assessments of children's learning. They have recently started to observe each other in order to develop their practice.

Both the committee and the staff team have very good partnerships with the host school and with parents and carers. Parents give their consent for all staff to liaise about the children. This provides consistency in care, learning and development. The views of parents, gathered from conversations and questionnaires, help staff to plan the provision. In addition children can contribute to a daily diary where they can record their opinions. They also make suggestions for new activities which they would like at the club. There is therefore a clear commitment to drive improvement with contributions from all involved. Parents comment that they are delighted with the facilities on offer and that they consider themselves 'lucky' to have a place for their children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	106224
Local authority	Devon
Inspection number	839393
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	28
Number of children on roll	67
Name of provider	St Michael's After School Club Committee
Date of previous inspection	15/05/2009
Telephone number	07816 853478

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Type of provision

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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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