

St Mary's Breakfast and Afterschool Club

St. Marys Primary School, Oakfield Road, BRIDGWATER, Somerset, TA6 7LX

Inspection date	17/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 thoroughly enjoy their time at the club. They benefit from a good range of activities that support their learning and engage their interest.
- Children's behaviour is good. Staff use effective methods to help them learn and manage their behaviour for themselves.
- Strong partnerships with parents and the school enable staff to get to know the children well and meet their needs effectively.
- Staff have a vigilant approach to children's welfare and safety. As a result, children are kept safe and secure.

It is not yet outstanding because

- Staff do not always reinforce thorough hygiene routines, to develop children's understanding of good hygiene practices.

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 both inside and outdoors.
- The inspector had discussions with staff, children and parents.
- The inspector sampled documentation, including children's records and self-evaluation.

Inspector

Michelle Tuck

Full report

Information about the setting

St Mary's Breakfast and Afterschool Club, known as Smartys, is owned by Salant Ltd. The registered person also owns two nurseries and three other after school clubs. The club registered in 2013 and operates from a classroom at St Mary's Primary School, Bridgwater. Children also have use of the school computer suite, library, main hall and toilet facilities. Children have access to an enclosed outdoor play area, school fields and enclosed Forest School area. The club is open each weekday from 7.30am to 8.45am and from 3.15pm to 6pm, term time only. There are currently 74 children on roll, of whom 14 are in the early years age range. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four members of staff, three of whom hold an early year's qualification at level 3.

What the setting needs to do to improve further

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

- strengthen children's understanding of health and self-care by reinforcing consistent hygiene practices.

Inspection judgements

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

Children are confident and happy at the club. They thoroughly enjoy a good range of stimulating and interesting experiences both inside and outdoors which complement their learning at school effectively. Children climb and balance on the outside equipment. They dig and build in the sandpit, and take it in turns to complete the long jump to see who can jump the furthest. Children's listening and speaking skills are encouraged through staff's effective interaction. They use their imaginations well as they build models from construction sets, and happily sit and talk with their friends. This supports their personal, social and emotional development.

Staff demonstrate a secure understanding of the Statutory framework for the Early Years Foundation Stage. They provide opportunities for the children to initiate activities for themselves. For example, children invite their friends to play an active game. They take it in turns to spin the wheel and call out the colour that their friend needs to move their arm or leg onto. They laugh and giggle as they try to balance, wobble and collapse. Staff praise them as they work together as a team to pack the game away when it is time to tidy up. Children engage in a balance of experiences across all areas and are positively encouraged to benefit from fresh air and physical exercise on a daily basis. As a result, children are acquiring the skills they need to successfully move on to the next stage in their learning.

Staff use effective systems to monitor children's progress. They successfully use information gathered from parents about their child, their own observations, and children's contributions to plan activities that support children's learning.

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

Children share very warm and trusting relationships with the staff. They chat to them excitedly and invite them to join in with their play and activities. Staff engage the children effectively in conversations and actively listen to what they have to say. This supports children to feel safe and secure and helps them to feel valued as an individual. Children's behaviour is very good. They follow the 'golden rules', they take turns, share and help to tidy away the toys outside when asked. Staff praise the children regularly for their efforts and achievements. This supports their confidence and boosts their self-esteem. The staff teach the children about how to keep themselves safe. They routinely practice the emergency evacuation procedure to learn what to do in the event of a fire and they alert a member of staff when they want to leave the room to use the bathroom.

Children's personal, social and emotional development is consistently well supported. Children play well together and strong friendships have developed across all age groups from the school. Staff teach the children about the importance of living a healthy lifestyle. They talk about needing a drink of water after physical exercise outside and most children routinely wash their hands before they eat their snack. However, children that arrive once snack time has begun do not wash their hands and staff do not remind them. Children have good opportunities to develop their physical skills outside; they skilfully negotiate pathways on scooters, they climb and balance on beams and the rope bridge.

Children have access to a good range of resources, most of which can be easily accessed to promote independent choice in their play. This includes a range that reflects positive images of diversity, which helps children to learn about other aspects of the world they live in.

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

Staff have a good understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Staff have a very good awareness of safeguarding issues. They are confident to recognise the signs and symptoms that would cause concern and are clear about the correct reporting procedure to follow. Staff carry out regular risk assessments, which include daily visual checks. This helps them to minimise accidents and promote children's safety.

Staff attend additional training to improve practice. This has a positive impact on children as staff develop their knowledge and implement new ideas. Systems to monitor staff performance are effective. Staff complete a self-assessment on themselves which is then

discussed at an annual appraisal. Ongoing self-evaluation of the club effectively highlights any areas for continued improvements. The views of parents, children and all staff are regularly sought so that any changes made will have the most positive impact. Children are encouraged to contribute their ideas through 'the wish tree', where they can put their ideas for resources and activities they would like.

Staff establish strong partnerships with parents. Staff know the children and their families very well because information is shared effectively between home and the club. Parents spoken to at the inspection are very happy with the quality of care and learning their children receive. Parents say their children are very happy to attend the club and they appreciate the friendliness of the staff. Staff have very strong links with the school which further enables them to meet children's needs and promotes consistency.

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	EY469406
Local authority	Somerset
Inspection number	935180
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	20
Number of children on roll	74
Name of provider	Salant Ltd T/A Butterflies Day Nurseries Ltd
Date of previous inspection	not applicable
Telephone number	07887 715754

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

