

YMCA St Johns@ After School Club

St. Johns Catholic Primary School, Infant Department, Oldfield Lane, BATH, BA2 3NR

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| Inspection date | 28/04/2014 |
| Previous inspection date | 23/03/2011 |

| The quality and standards of the early years provision | This inspection: | 2 |
|--|-------------------------|----------|
| | Previous inspection: | Not Met |
| 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

- Staff build strong relationships with parents and children, which positively contributes towards children's confidence and security. Children are happy and behave well.
- Staff use children's views and opinions to plan activities, based on their interests.
- Indoor activities are well planned and cover all areas of learning. Children can make choices about what they would like to do from the available resources.
- Children with special educational needs and/or disabilities are well supported and make good progress. Staff teach all children sign language so that they can communicate with their friends.
- Leadership and management is good. There are established networks with other YMCA clubs and staff are well supported with up-to-date training.
- The club has a well-established relationship with the school and they work well together to meet the educational and well-being needs of the children.

It is not yet outstanding because

- Teaching does not always offer enough extension and challenge during activities for the older children.
- Staff are not always making the best use of the outdoor area to fully promote children's

learning and development.

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 main classroom, library, outside area and in the food preparation room.
- The inspector looked at documentation including a sample of children's records, planning, safeguarding procedures and staff suitability records.
- The inspector took account of the views of parents, staff and children spoken to on the day of the inspection.
- The inspector held a meeting with the leader and the nominated person.

Inspector

Dominique Bird

Full report

Information about the setting

The YMCA Out of School Club registered in 2010. The club operates from St. Johns Catholic Primary School, Bath and serves the local area. The group have access to a spacious outdoor play area, including an adventure playground, and to the hall and toilets, kitchen, library, music room, ICT room and classroom with quiet areas available. There is ramped disability access to the setting. The club is registered on the Early Years Register and voluntary and compulsory parts of the Childcare Register. There are 140 children on roll, with 24 children in the early years age group. The club provides before and after school care and holiday club in school holidays. Children attend a variety of sessions each week. The club provides care for children with special educational needs and/or disabilities. The before and after school club opens five days a week from 7.45am to 6pm. There are two staff members working with the children at any one time. The leader holds a level 3 early years qualification. Volunteers work alongside staff.

What the setting needs to do to improve further

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

- review the range of planned activities and teaching to increasingly extend and challenge the older children
- enhance the outdoor area to extend children's learning and development further, for example, by encouraging children's imaginative play and providing further resources and equipment to strengthen children's early reading and writing skills outside.

Inspection judgements

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

Children arrive at the club happy and interested in what is on offer. They independently organise their own snack before they engage in the activities. Some children help to prepare fruit and they all write down their own choice of snack. Sitting at the snack table, children enjoy talking to their peers and older friends. Staff arrive early to organise resources and prepare the classroom. This is so that the activities and the room are available and ready to make it welcoming for children when they arrive. Staff provide children with a range of indoor and outdoor activities that effectively support their learning in all areas.

The children can use resources from a store cupboard and staff encourage them to make free choices about what they would like to do. Children share their ideas with staff and help make decisions. They choose which snack foods they would like and have helped

staff to write the golden rules for good behaviour. Children's own ideas are celebrated by staff and this helps to create a good atmosphere, where staff and children laugh and joke together.

Children display high levels of involvement in their play and overall, have access to a good range of toys and equipment to support their learning and play. Outdoors is less well equipped with resources than indoors to promote imaginative and creative learning and children's reading and writing skills. Overall, staff understand how young children learn and develop and use their observations to plan and tailor the environment to reflect children's interests. They work closely with the schools that the children attend to enable them to complement the learning that takes place at school through fun activities in the club.

Children particularly enjoy a range of craft activities that staff make fun and relevant for them. For example, children make flags from craft materials to represent a place that they have visited. This extends their learning because staff encourage them to share their knowledge with their friends. Children have good opportunities to learn about their own and other people's cultures during this interesting creative activity that teaches them knowledge and understanding of the world.

Staff involvement in activities is attentive and respectful. They offer some challenge and extension for the children but also know when to step back so that children can develop their independence and lead their own play and learning. However, teaching does not always offer enough extension and challenge for the older group of children. Staff generally ask children questions about what they are doing and encourage children to communicate their ideas and think critically. This is helping children to develop confidence and try new things as it gives them a sense of satisfaction when they make achievements. Children's language development and social skills are being encouraged by staff as they engage children in conversations about their families and what they do at home. This is building children's self-esteem and makes them feel valued and part of the club. Children develop their reading skills as they enjoy reading books in the school library. They choose from a range of fiction and information books so the interests of all the children are being met. This is a social time as staff read stories from books that children choose in small groups. This in turn promotes children to be respectful of one another and take turns.

Parents are kept well informed about what their children have been doing and each parent is spoken to daily. Parents use an effective online system to communicate with the club.

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

Children are happy and secure and have good relationships with staff and their friends. Children state that they, 'like to play outdoors' and describe the club as, 'really fun'. Good adult attention and interactions show that children form positive and trusting relationships with staff. When children start at the club detailed information is collected by staff from parents. As a result, staff get to know children well and they work together to ensure that the children's needs are met. Transitions between different areas of the school building

are well-organised to ensure that children have good continuity of care. For example, staff from the club collect children from their classrooms and the class teacher shares accident records to ensure that this information is fed back to parents. Staff are warm towards children and pay extra attention to the new and youngest children to help them feel secure. This creates a friendly environment for them. There is a key-person system in place and all staff know each of the children well. The younger children are well supervised to ensure that they are safe and staff pay particular attention to them during care routines, such as washing hands. This means that extra support is available to them if they need it.

Children behave well because they are engaged and busy doing activities that interest them. They follow the golden rules that children helped to write, which they know well. As a result, children are able to tell visitors and new people in the club what the rules are with confidence. Children are being taught effective ways to manage their feelings and children's behaviour is managed in a positive way. Staff are good role models and children are developing good skills for their future learning. Children are taught to take responsibility for their personal safety and develop a good awareness of this. For example, regular fire drills take place to ensure that children evacuate the premises quickly and safely in an emergency. Staff encourage children to think about how well they listened or followed instructions during the drill. This is recorded on a display and revisited on future fire drills to help children make progress and improve their safety for next time.

Staff promote children's health well. Children have opportunities to play outdoors and they benefit from fresh air, with the freedom to move around on a large scale. However, children are not always able to experience outdoor play in all weathers. Food preparation and snack times demonstrate good hygiene procedures. Staff have attended food hygiene training to promote this effectively. Children have a good knowledge of hygiene practices, for example, they know to wash their hands before they eat. Children are involved well in the preparation and planning of snacks. Their independence skills are promoted through everyday routines and when helping during preparation, such as when spreading butter and toppings on their crumpets.

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

Children are safeguarded at the club and staff have a good understanding of their roles and responsibilities to protect children from harm. All staff and volunteers complete child protection training and this is refreshed to keep their knowledge up to date. Comprehensive policies and procedures are maintained, which all staff are made aware of during their induction. Parents are well informed about these policies and procedures that are followed to keep their children safe and well cared for.

Robust recruitment and vetting procedures are in place to ensure that all staff working with children are safe and suitable. Appraisals and staff meetings help to ensure that staff have appropriate training and support for their role. The professional development of staff is well supported and staff attend training on a variety of subjects that keep them up to

date to successfully promote children's needs. For example, a member of staff is trained in sign language. This has been fed into everyday practice at the club, creating equal opportunities for all children.

The leader, managers and staff have a good knowledge of how to promote children's learning and development because they have appropriate skills and qualifications. The club networks with other clubs run by the YMCA. This helps staff to share good practice and develop their own skills. The learning and delivery of the educational programme is monitored well and this ensures that all children make good progress in partnership with the school. Staff are mindful that children have been at school all day and that their time at the club is for them to have fun and enjoy activities or have rest. They make sure that all areas of learning are covered indoors by offering children choice and planning fun activities that link to children's interests. This enables children to sit quietly and read a book in the library or do their school homework if they choose.

Partnership with parents is good. Parents comment on how happy their children are at the club and the good range of information that is shared with them. Staff work well with parents to ensure that children's individual needs are met. Parents comments about the club are very positive. They state that the 'staff are informative and children are safe in their care'. The club has a strong relationship with the schools it serves; subsequently there is a continuity of learning and development across the settings.

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

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| Unique reference number | EY414810 |
| Local authority | Bath & NE Somerset |
| Inspection number | 779150 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 4 - 8 |
| Total number of places | 24 |
| Number of children on roll | 144 |
| Name of provider | Bath Young Men's Christian Association |
| Date of previous inspection | 23/03/2011 |
| Telephone number | 01225 303997 |

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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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