

St Stephens Out of School Club

St Stephens Infant School, Lansdown Road, Kingswood, Bristol, BS15 1XD

Inspection date	03/06/2014
Previous inspection date	04/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 promote children's good behaviour and as a result, they play well together and are well behaved.
- Staff teach mathematical skills well, in particularly counting.
- Staff build good relationships with parents and children, which positively contributes towards children's confidence and social skills.
- Staff use children's views and opinions to plan activities based on their interests.
- Leadership and management is good. There is a well-established relationship with the school and staff are well supported with up-to-date training.

It is not yet outstanding because

- Staff are not successful in seeking information from parents about children's interests at home and using this information to effectively inform children's future activities.

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 hall and the outside area.
- 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 the parents, staff and children spoken to on the day of the inspection.
- The inspector held a meeting with the manager.
- The manager was invited to take part in a joint observation.

Inspector

Dominique Bird

Full report

Information about the setting

St Stephens Out of School Club is on the Early Years Register, and both compulsory and voluntary parts of the Childcare Register. It operates from the main hall of St Stephens Infants School, Kingswood, Bristol. The after school club serves children who attend St Stephens Infants and Junior Schools. There are currently 53 children aged from four to 11 years on roll, of these six are in the early years age group, with 33 children under eight years. Children attend for a variety of sessions. The after school club opens five days a week during the school term only. Sessions are from 3.15pm until 6pm each day. The club supports children with special educational needs and/or disabilities. There is also wheelchair access. The setting employs four members of staff of these; two hold appropriate early years qualifications. The club has good links with the local pre-school.

What the setting needs to do to improve further

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

- review the methods used to seek observations from parents about children's interests at home and use this information to effectively plan activities that fully reflect children's interest and achievements.

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 choose their own snack of either fruit or cereal. Sitting at the snack table, children enjoy talking to their peers and older friends. Staff organise resources and prepare the hall well. This is so that the activities and the room are available and ready to make it welcoming for children. Staff provide children with a range of activities that effectively support their learning in all areas. The children can use resources from storage units or set up on tables and the floor around the hall and, staff encourages them to make free choices about what they would like to do.

Staff promote high behaviour expectations. Children know the rules and follow them with very little direction from adults. Staff celebrate children's own ideas 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. The outdoor area is well equipped with resources to promote physical skills and there is a space for children to let off steam after a school day. Overall, staff understand how young children learn and develop and use their observations to plan and tailor the environment to reflect children's interests. However, teaching does not always encourage enough parental involvement to ensure

children's interests and achievements at home are also planned for. The club works closely with the school to enable them to complement the learning, which takes place at school by providing fun activities. Children particularly enjoy a range of imaginative activities that staff make fun and relevant for them. For example, children dress up as dinosaurs and pretend to scare the staff. This extends their learning because staff encourages them to talk about their emotions with their friends.

Children have good opportunities to learn social skills as staff engage them in turn-taking activities such a board game. 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. Staff generally ask children questions about what they are doing and encourage children to communicate their ideas and think critically. This helps children to develop confidence and try new things as it gives them a sense of satisfaction when they make achievements. Staff extend children's mathematical skills as they play board games. For example, children are encouraged to count the spaces as they move around the board and take numbers away from one another to calculate how many moves they have left. This helps to build children's counting skills and challenges them effectively. Parents are well informed about what their children are doing and each parent is spoken to daily.

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 dressing up' and describe the club as, 'really good with really fun things to do'. Good adult attention and interactions show that children form positive and trusting relationships with staff. When children start at the club, staff collect detailed information from parents and some club staff are teaching assistants in the school. 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 club collect the children from their classrooms and the class teacher shares any information that needs to be fed back to parents. Staff are warm towards children and pay full attention to them 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 using the bathroom. This means that extra support is available to them if they need it.

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 baking activities take place to teach children how to use equipment safely and practise skills such as cutting fruit with knives.

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. 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. Their independence skills are promoted through everyday routines and when helping during preparation, for example, when serving their own cereal and pouring their own drinks.

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 undertake child protection training and the manager has completed a higher level training to ensure she has a deeper knowledge of child protection. 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.

The manager conducts appraisals and staff meetings 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 attended a course on managing behaviour.

The manager and staff have a good knowledge of how to promote children's learning and development because they have appropriate skills and qualifications. 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 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. Parent's comments about the club are very positive. They state that the 'staff are flexible 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

Unique reference number	EY243063
Local authority	South Gloucestershire
Inspection number	843459
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	26
Number of children on roll	53
Name of provider	St Stephens Out of School Club Committee
Date of previous inspection	04/03/2009
Telephone number	07858 475276

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

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