

# Christ the King Before & After School Club

Christ the King JMI, Meadway, Wavertree, Liverpool, Merseyside, L15 7LZ

<b>Inspection date</b>	15/07/2014
Previous inspection date	08/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Strong partnerships with the school ensure staff support children's learning effectively.
- Staff provide a broad range of well-planned activities which children enjoy.
- Staff effectively promote children's personal, social and emotional development through well-organised routines and activities.
- Children of all ages play well together, creating a family atmosphere.

### It is not yet outstanding because

- The wide range of resources and activities are not consistently and easily accessible to all children to enhance their learning through self-chosen 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 club hall and outside play area.
- The inspector observed the children with staff, discussed their progress and sampled children's assessment files.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and parental consent forms.
- The inspector had discussions with parents, staff and children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

## **Inspector**

Paula Kerrigan

## Full report

### Information about the setting

Christ the King Before and After School Club is one of seven clubs run by After School (u.k.) Ltd. It has been registered since 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from the school hall and dining room within Christ The King Primary School in Wavertree, Liverpool. Outdoor play is provided in the school playgrounds. The club is open each weekday from 8am to 9am and from 3.15pm to 6pm, during term time only. All children share access to the school grounds for outdoor play. There are currently 43 children on roll. The club employs six members of staff, including the manager, who is also the registered person. Of these, three hold appropriate early year qualifications at levels 2 and 3.

### What the setting needs to do to improve further

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

- further improve the accessibility of the resources and activities available for all children, to enable them to consistently make choices in their learning.

## Inspection judgements

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

Staff display a good understanding of the requirements of the Early Years Foundation Stage and how to apply it appropriately. This benefits the children in the early years age group who attend and results in a positive impact on their development and progress. Staff implement the key-person system well and keep records of children's progress. They make observations of children during play and link these to the areas of learning. Staff identify children's individual learning needs and plan activities which support them effectively. Staff share information with parents on a regular basis about children's progress and the events of the day. Staff are efficient in taking account of the children's learning when they are at school and their individual skills and interests. This enables the setting to provide continuity of learning in an age-appropriate and stimulating environment. It is clear that all children enjoy their time here.

The educational programme is flexible and caters for all of the areas of learning, with emphasis on children's personal, emotional and social needs, communication and language, and physical development. Children are making good progress and all have reached their early learning goals.

Children make good use of their time, catching up with friends. They enjoy talking in groups about their day in school. Children are at ease and happy in each other's company. They are able to discover their own differences and are learning that everyone deserves respect. Staff tend to plan popular activities that encourage children to work together. For

example, playing team ball games, being creative with assembling jewellery, painting and preparing snacks. Although there are a wide range of resources and activities available, they are not always easily and freely accessible for all children. Overall, children have opportunities to choose what they wish to play with and to initiate their own learning. Some children are keen to practise their learning from school. They sometimes choose to write and can test their newly gained mathematical and creative skills with each other and staff. This helps children further develop their reasoning and thinking abilities. Children display a positive attitude towards their time spent at the club.

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

All children are greeted warmly and staff use their knowledge of each child to engage them in meaningful conversations. Children demonstrate very clearly that they feel happy and safe when at the setting. They are eager to go off and play together as soon they arrive. Staff engage children and use effective care practices. This means that children are accepted for who they are and feel emotionally secure. Children display a good knowledge of the club's routine and get themselves into groups for activities, such as art activities or outdoor play. They interact very well with the staff and each other as they participate and negotiate. Children display a helpful attitude and behave positively towards each other. This is a result of staff being good role models for the children. Staff are always polite and give good and caring attention towards them. They help children to sort out any disagreements, enabling the children to learn important personal and social skills.

Staff plan activities to promote cooperation between children, such as preparing snacks and team games. Children's safety and well-being are given good priority. Staff carry out health and safety checks of the premises to keep hazards to a minimum. Children have practised the club's emergency evacuation procedures and this is evaluated afterwards. This enables them to have a good understanding of how to keep safe in an emergency.

Staff are aware of children's individual dietary needs. They offer a variety of healthy foods for children before and after school, and display menus for parents. Children enjoy the foods offered, such as fruit and crumpets. Fresh drinking water is available at all times, which also contributes to children's healthy diets. They benefit from relaxed mealtimes when they talk with staff about the events of the day. Staff implement good hygiene standards at all times. They support children well in developing their personal independence. Staff help children adopt healthy lifestyles through regular opportunities to enjoy outside play. Children develop their physical skills and coordination as they play football, skip and use hoops. Overall, staff show high regard to promoting children's personal, social and emotional skills during play and everyday routines. This helps children to become independent and prepares them for their next stage in learning.

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

Good systems are in place to help safeguard children and promote their welfare. Staff demonstrate a good understanding of the safeguarding and welfare requirements. Recent training attended, updated policies and procedures and in-house discussions, mean staff

are able to effectively promote the welfare and well-being of children. The manager demonstrates a good understanding of her responsibilities towards the protection of children. There are robust recruitment and vetting procedures in place to help ensure all those working with children are suitable to do so. Any new staff are expected to participate in an induction programme and are monitored well. A newly implemented development programme keeps everyone up to date with new training opportunities. Staff feel they are listened to and are encouraged to express their opinions and ideas at regular team meetings and one-to-one supervisions. This results in positive contributions to the future improvement and success of the setting.

The manager and the staff have an appropriate understanding of the learning and development requirements of the Early Years Foundation Stage. They display a good knowledge about how children learn. Children in the early years age group receive good support regarding their learning at school. Staff members discuss the children's progress and class projects with teachers at school. This means other activities can be planned, to extend and develop children's skills in different areas. Parents are provided with a variety of information, and staff make time to chat when children are collected. This supports a good flow of information between the parents, club and school staff, and effectively promotes consistency in the care of children. Parents spoken to at the inspection state that they are happy with the service provided, and that their children are happy too. They report that there are always lots of different activities available for children, which they enjoy. Parents explain that they know all of the staff team and find the information they provide very helpful.

The manager has developed a system to help ensure the operation of the club is evaluated, and as a result, improvements have been made which benefit the children. For example, children's views and ideas are now frequently sought and they are able to have a say in activities and the food menu. Parents' involvement in their children's time at the club is fully encouraged. They have given their views through verbal discussions and feedback is positive. This shows the setting has a good commitment to working in partnership with parents and others, to meet the needs of the children. Staff work well together, ensuring children are supervised effectively at all times. They make good use of the time that children attend, as they are well organised and know their responsibilities. As a result, the session flows seamlessly and children benefit from a calm, relaxed atmosphere.

### **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

<b>Unique reference number</b>	EY200364
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	877343
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	43
<b>Name of provider</b>	After School (UK) Limited
<b>Date of previous inspection</b>	08/12/2010
<b>Telephone number</b>	07766295232

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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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