

St Cecilia's Afterschool

St Ceciliass School, Snaefell Avenue, Liverpool, Merseyside, L13 7HB

Inspection date

17/12/2014

Previous inspection date

26/01/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children generally enjoy their time at the club as staff allow them to independently access a variety of resources to follow their own interests.
- Staff have a secure understanding of the signs and symptoms of abuse and how to respond appropriately if concerns arise about a child. As a result, they are able to protect children from harm.
- Children feel secure at the club as they have appropriate relationships with staff.

It is not yet good because

- Children do not always receive care and routines that are tailored to their individual needs. This is because staff are not always effectively deployed and they do not always use consistent strategies to promote children's health, safety and good behaviour.
- Children with special educational needs and/or disabilities do not always benefit from a consistent approach to promote their development as staff's information-sharing arrangements with other providers are not always effective.
- The provider does not evaluate and reflect on the provision in a timely way in order to identify weaker areas of practice and introduce effective strategies to address them. As a result, the manager does not receive consistent support to drive improvements and achieve better outcomes for the children attending the club.

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 took into account the views of parents and children spoken to during the inspection.
- The inspector reviewed evidence of the staff's suitability to work with children and their qualifications including paediatric first-aid.
- The inspector spoke with staff at appropriate times during the inspection and jointly observed practice with a member of the senior leadership team.
- The inspector observed activities and care routines and sampled the policies and procedures of the club.

Inspector

Lauren Grocott

Full report

Information about the setting

St Cecelia's Afterschool was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within St Cecelia's Infant School in the West Derby area of Liverpool and is managed privately. There is an enclosed area available for outdoor play. The club employs two members of childcare staff, both of whom hold an appropriate early years qualification at level 3. The club opens from Monday to Friday, during term time only. Sessions are from 8am until 9am and 3pm until 6pm. Children attend for a variety of sessions. There are currently 63 children on roll, 10 of whom are in the early years age group. The club supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- revise the daily routines and implement more effective behaviour management strategies and consistent information sharing with other providers, to ensure that the needs of individual children are consistently met.

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

- provide children with consistent messages about their own health and safety to promote their understanding how to take care of their bodies
- develop the arrangements for evaluating and reflecting on practice so that evaluations are conducted in a timely way and weaker areas of practice are swiftly addressed, in order to move towards achieving better outcomes for children.

Inspection judgements

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

Children with special educational needs and/or disabilities do not always benefit from a consistent approach between the club and other providers to promote their development, as staff's information sharing arrangements with other providers are not always effective. Staff ask parents for some relevant information when children first begin attending the club. This means that they know the children relatively well and plan activities to promote their existing interests. Staff have a basic understanding of how children learn, and this means that they provide experiences which most children generally enjoy. Staff also allow children to independently access a variety of resources to follow their own interests, which

promotes their enjoyment further. Staff demonstrate they understand children's existing interests and plan to provide a variety of activities to engage children in play. As staff provide activities which are suitable and appropriate for the children attending the club, most children receive appropriate support in promoting and developing the key skills they require to prepare them for school.

Staff sometimes have to interrupt their games with children to attend to their other duties, which has a negative impact on children's enjoyment and engagement in the activities provided. Children's focus and concentration are also occasionally disrupted by the routines of the club, which means they do not always receive good support to develop their skills. However, children are generally keen to engage with the toys and activities as staff allow them a free choice of what they would like to do and play with. For example, children develop their physical coordination skills and learn to navigate spaces successfully as they play group ball games. Staff talk to children while they complete pictures or craft activities. Children follow their own ideas and interests as staff provide a variety of resources for them to do so. They learn to understand the wider community and differences as they collect toy donations for local children's hospitals and talk about their home lives. They play on computer consoles and learn about other technology as they make torches light up by quickly squeezing the handle. Children are supported to play imaginatively with familiar toy characters and small world resources. Staff introduce mathematical concepts into a variety of activities and ask some good quality questions to encourage children's critical thinking skills. Staff also provide opportunities for children to relax after a busy day at school, which promotes their engagement in activities further once they have rested. As a result, children generally enjoy their time at the club.

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

Children do not always receive care that is tailored to their individual needs. For example, children are sometimes expected to sit for prolonged periods of time while they wait for their turn to collect their snack. This means that the routines of the day are not appropriate for all children as this sometimes results in boredom and restlessness. Equally, staff interrupt children's play by asking them to tidy all resources away for their snack. This disrupts children's concentration during self-selected tasks, reduces their motivation and sometimes results in lapses in their good behaviour. Staff are not always deployed effectively enough to monitor and manage children's behaviour in a consistent way. Staff do give children some messages about the boundaries in place at the club, for example, by reminding them not to run indoors. Most children demonstrate an understanding of these. They also provide brief messages to children about their own safety, for example, by reminding them to stay away from stacked benches. However, they do not provide any explanation of this to enhance and promote children's understanding of what the risk is to their safety. Staff provide some opportunities for children to learn about safe risk taking, for example, through physical games in the school hall. Staff also act as appropriate role models for children, for example, to help them tidy up, which supports their understanding of how staff expect them to behave at the club. Overall, most children demonstrate a basic understanding of how to keep themselves safe and the rules and boundaries of the club.

Children receive variable support to understand the importance of keeping themselves healthy. For example, staff have implemented a buddy system between older children and younger children when going to the toilet to wash their hands. However, staff do not always supervise this routine to ensure that it is being carried out safely and correctly. Children generally demonstrate they are familiar with these routines and when asked by staff, they demonstrate their understanding by telling them that the buddy system is in place to help younger children learn about hygiene routines. This means that, although children's health is generally supported by the club through the hygiene routines and snacks provided, children's understanding is not fully supported as the quality of their interactions with staff are variable. For example, although staff provide a jug of water and cups for children to independently serve themselves after exercise, they do not remind the children why it is important to rehydrate after exercising to promote their good health. Equally, staff do not use all opportunities to discuss food and making healthy choices with them as they do not socialise with children during mealtimes. As a result, children receive inconsistent support to develop their understanding of healthy lifestyles further.

Children feel secure at the club as they have appropriate relationships with staff. Staff have implemented a key-person system and use this to build appropriate relationships with parents. They promote some information sharing about children's care needs between parents and the club. This means that staff are able to get to know children in order to provide appropriate support for children as they settle in. Children demonstrate they feel comfortable with staff as they approach them for assistance or to talk about what they have been doing that day in school. Staff organise the resources and space available to children in an appropriate way so that children can independently access resources to follow their own interests. Staff provide some opportunities for children to develop their independent self-care skills through the daily routines. They promote children's self-confidence and self-esteem as they praise children's artistic creations and creative skills when playing with malleable dough or drawing pictures. Staff have developed basic relationships with the host school to discuss some information about children's care. This means that most children receive appropriate support to prepare them emotionally for their next stage in learning.

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

Although the provider has introduced systems to monitor and evaluate the quality of the provision, these are not effectively organised in order to identify weaker areas of practice in a timely way and introduce effective strategies to address them. This means that the manager is not consistently supported to reflect upon and evaluate the quality of practice in order to drive improvements and achieve better outcomes for the children attending. The leadership team has recently developed sufficient supervision and appraisal methods. Staff have supervision meetings in order to discuss their resources, relationships and the children attending, as well as any training needs they may have. The provider ensures that staff have undertaken courses, such as paediatric first-aid and food hygiene. This supports staff in their knowledge of how to respond appropriately in the event of an emergency and to safely prepare the snacks they provide for children. Overall, the provider demonstrates that she aspires to improve the quality of the provision in order to

achieve better outcomes for children.

The leadership team monitors the educational programmes appropriately and have a secure understanding of how they intend to adapt the learning and development requirements for the out of school provision. The manager and staff plan some activities to extend children's existing interests and offer children a free choice of others so that they are motivated to engage in play and learning. Staff understand the importance of working in partnership with parents. They hold daily discussions with parents about their children's care and provide some information about the activities that children engage with during their time at the club. Parents report they are happy with the quality of care provided and that they feel their children enjoy the range of activities on offer. However, children may not always receive interventions in a timely way as the lack of effective information sharing between the club and other providers has an impact on staff's ability to identify areas of learning that may be less advanced than expected.

Staff have a secure understanding of the signs and symptoms of abuse. The provider has supported all staff to attend appropriate safeguarding training in order to develop their knowledge. As a result, staff demonstrate a secure understanding of how to respond appropriately if concerns arise about a child. They keep accurate registers of attendance in order to monitor the numbers of children attending the club and appropriate systems are in place to monitor who is collecting each child from the club. Visitors are asked to sign in on a register and are not left unattended with children in order to prevent those who are not appropriately vetted from having any unsupervised contact with children. The provider has implemented secure recruitment procedures, and leaders demonstrate an understanding of how to recruit staff safely. This ensures that staff are suitable for their role working with children. The provider asks all staff to declare their continuing health and suitability to work with children on an annual basis. As a result, the provider demonstrates that there are appropriate and secure procedures in place in order to protect children from harm.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY244839
Local authority	Liverpool
Inspection number	860223
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	63
Name of provider	After School (UK) Limited
Date of previous inspection	26/01/2012
Telephone number	07919 084 206

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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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