

Christchurch and St Saviours After School Club

Inspection report for early years provision

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Inspection date	11/01/2010
Inspector	Martha Naa Ahimah Darkwah
Setting address	Kingsdown Methodist Church, Kingsdown Avenue, LONDON, W13 9PR
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Christchurch and St. Saviours After School Club is one of 8 out of school clubs run by Special Treasures Childcare Ltd. It opened in 2009 and operates from a Church hall in Ealing, in the London borough of Ealing. All children have access to a covered outdoor play area.

The club is registered on the Early Years Register to provide a maximum of 24 children aged from three years to under eight years may attend the after school club at any one time. It also provides care for children aged up to 11 years and this provision is registered on the compulsory and voluntary parts of the Childcare Register.

There are currently 13 children on roll aged from four to 11 years; of these, four are in the early years age group. There are three members employed at the setting. Of these, two have childcare qualifications. A list of suitable bank staff and the provider who are available to give additional cover when required.

The after school club opens at 3:00pm to 6:00pm each weekday during term time. Only children attending Christchurch and St Saviours Primary School may attend. Children are transported by mini bus from Christchurch and St. Saviours Primary School. Children have access to a secure enclosed outdoor play area.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of the provision is satisfactory. Children are warmly welcomed by a kindly staff team who provide a relaxing period of companionship, play, worthwhile activities and rest at the end of a busy day in school. Staff members recognise the uniqueness of every child who attends and they meet their individual needs through readily adjusting the provision for children of different ages and abilities. The after school club is still quite new having been opened during this school year only. The provider and staff constantly review their provision for children and they are eager to maintain ongoing improvement. Their work has successfully helped them to identify strengths and some, but not all, weaknesses in the overall provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend staff's understanding of evaluation processes and their value in developing effective practice to improve outcomes
- enhance continuity and coherence in children's care and learning by further developing the two-way flow of relevant information between the setting staff and children's teachers

- continue to develop observation skills and the procedures for analysing the information to identify children's next steps to support individual planning of future activities.

The effectiveness of leadership and management of the early years provision

To promote ongoing improvement in the provision the staff members have attended training courses which include paediatric first aid, food hygiene and a child protection course. The manager has attended an Early Years Foundation Stage course and she has shared the information gained with her staff. Training enables the staff to develop and update their expertise which in turn promotes children's continuing good health and well-being.

Children's safety is of first importance to staff. Safety arrangements work well when children are collected from school. The recruitment and appointment process entails rigorous checks to make sure all who work or volunteer in the club are suitable to be with children. All employed staff members hold relevant first aid certificates. A full range of required policies underpin the daily running of the club and staff follow stipulated procedures closely, such as checking the safety and cleanliness of the premises before children's arrival. There is a good range of policies which is reviewed regularly. A record of risk assessment is updated as necessary to safeguard children.

Although all staff understand the value of evaluation processes, this has not been fully implemented which slows improvements in the outcomes for children. The provider has established valuable links with the special needs co-ordinator in the primary school and together they share education plans for individual children. However, the links with the school do not include sharing information about what all of the children in the early years age group are doing in school and what they have achieved and need to learn next. This does not fully support continuity for children in the after school provision.

Staff promote equality and diversity appropriately overall. The system in place to make children have their say in what they would like to see at the club, and the ongoing discussions with children and parents on how to improve the service. Parents have completed questionnaires and they make very positive comments about the provision. They comment that their children like the food and love the activities. The forms completed at registration provide useful information and relevant permissions including information for staff about children's cultural background. This means that staff can tailor the programme to include activities that reflect and celebrate children's ethnicity.

The quality and standards of the early years provision and outcomes for children

Children most certainly enjoy their time in the club, experiencing a suitable range of activities that help them relax after the busy school day. Staff have a secure

understanding of the Early Years Foundation Stage (EYFS) overall and use their knowledge to provide activities across all six required areas of learning.

Staff members actively involve the children in discussing and selecting resources and in deciding what adult led and child initiated activities children would like to take part in after school. Activities set out on arrival for children and they can request what they would like. There are systems in place to enable them to give suggestions on all aspects of care and education. For example, a 'Have Your Say Corner' enables children to write about how they feel about any aspect of the care and running of the club. This provides them with an alternative way of expressing their thoughts and ideas. It helps boost children's self-esteem and confidence and helps them to do things that interest them and try new things. Visual aspects within the areas of learning are portrayed within a range of laminated posters with pictures of related activities. This is positively displayed with adequate provision of resources for the children to look at and choose from. The laminated posters include text in a number of community languages such as Portuguese, Italian, Polish, Spanish, Czech, Slovak, Russian and Danish, richly promoting inclusive practice.

Children who are in the Early Years Foundation Stage age range are supported well overall in their learning and development. However, staff members are not always able to ensure that their planning is personalised and complements and extends what children learn in school. This is because links with teachers are not fully established; nevertheless, staff members are experienced educators and the range of activities that they provide is worthwhile and broadly suitable for the children who attend.

Energetic play opportunities are included in every after school session. Children enjoy acrobatic games using padded mats. Staff members encourage them to take appropriate care when they are playing, which helps them to learn to keep safe. Staff members twirl long ropes with the children to help them to skip and count their steps out loud and this is clearly a current favourite. Children also enjoy imaginative activities they initiate by themselves involving older and younger children, such as 'a grand opening' of a baker's shop. Children skilfully work together to problem solve, use their creativity in organising and re-arranging equipment and resources for their shop, and wonder how many customers they are going to have on the first day, after the triumphant cutting of the ribbon.

Children learn through their play. They handle books and see many labels and notices and they are encouraged to draw and make marks. They count aloud when they are playing and they use a modern computer for games. They are involved in activities which underpin the development of their skills in literacy, numeracy and the use of information technology, which promotes their future economic well-being.

Children cultivate friendships and have very good relationships with staff. They work well independently, and in small and larger groups. There are clear, suitable expectations for behaviour and all children behave well, and the older ones providing good role models to their younger friends through treating resources appropriately and organising drama activities. Staff members praise children's

achievements to raise their self-esteem and display their work to make the room look inviting.

Children use clean premises. Good procedures are in place to help prevent the spread of cross-infection, such as thorough hand washing prior to eating. Children eagerly tuck in and enjoy freshly prepared beans on toasts, cut apples and raisins, for example, which sustains them until they go home. Tea time is organised at table with children serving themselves from food on the trolley and engaging in quiet conversations.

Children play in safety and learn to behave in safe ways. For example, children are escorted when they use the toilets and staff manage this well to keep children safe. Staff members understand their responsibilities for child protection and know the procedures to follow should they have concerns.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met