

G.F.I @Saint Edwards School

Inspection report for early years provision

Unique reference number EY379411
Inspection date 19/05/2010
Inspector Linda Gail Moore

Setting address St. Edwards Catholic Primary School, Newhall Road,
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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

G.F.I is an independent out of school club running on the site of St Edwards Primary School in Swadlincote, Derbyshire. The club registered in 2008 and operates from a classroom, school hall and adjoining facilities. There is a secure enclosed outdoor play area. The club serves the local area and surrounding village and is open each weekday from 03.15pm to 06.00pm during school term.

The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend at any one time. There are currently thirty children on roll. Although there are two children on roll within the early years age range, they were not present at the time of inspection. There were 16 children present on the Childcare Register. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. There are five members of staff, one works full-time and four work part-time. Three staff members hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the club as staff create a fun and relaxed atmosphere. Relationships between staff and children are friendly. Staff ensure all are included, they know the children well and deliver activities that foster their individual development and learning. Relationships with parents are a particular strength of the setting and partnerships with others continue to develop. Children are kept safe and secure as staff implement suitable procedures and practice, although policies require some updating. Although self-evaluation is in its early stages, the manager demonstrates a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further systems to ensure that what is provided for children complements the education and care they receive in other settings and ensures consistency
- improve the quality of written policies available to parents

The effectiveness of leadership and management of the early years provision

The manager and staff are aware of their individual roles and responsibilities and work well as a team. Appropriate steps are taken to maintain children's safety and welfare. Risk assessments are completed and staff check the premises, both inside

and out each day to ensure that any hazards are minimised. This helps to prevent accidents and keep children safe. Safeguarding procedures are secure as staff are suitably trained, have the skills required and know what action to take in the event of a safeguarding issue. Appropriate recruitment and vetting systems are in place to ensure all staff working with children are suitable. This helps to protect them from harm and neglect. All of the actions from the last inspection have been completed. The required documentation is in place in respect of children's details and information for parents. However, a review of written policies and procedures is necessary to ensure they fall in line with current legislation. Positive steps are taken to minimise cross-infection. Children are encouraged to develop good hygiene habits, such as washing hands before eating and after using the toilet. Consideration is given to the exclusion of children who are ill to minimise the risk of cross-infection. Suitable forms are available to record the administration of medication and any accidents that occur. The manager has completed an appropriate first aid course.

Staff have created a relaxed but 'busy' environment where children can pursue their interests and lead their own learning. A range of toys and activities are provided and children show interest and enthusiasm for the play on offer, particularly the craft resources. When planning activities each child's needs are considered to ensure all are sufficiently challenged and stimulated. Staff interact well with children, they show interest and offer their support during play. They listen well to children and place value on their thoughts and ideas. Staff talk with children about future activities, and show them an activity they can do the next day, such as making a wooden model. Children are able to choose the model they want beforehand and are able to think about this when they go home. This adds to their excitement and helps to further promote their creativity and imagination.

Children develop secure trusting relationships within the setting, and this is enhanced through positive relationships between parents and staff. Parents are encouraged to share what they know about their child to ensure their individual needs are met. Regular good quality verbal feedback helps to keep parents informed about how their child has been and what they have done. Partnerships are developing satisfactorily with schools. For instance, staff organised a stand at the school's parents evening so that parents could ask questions about the club. Although sharing information with parents in this way was successful, the setting has not fully explored how it can share information with school staff. Some communication takes place to ensure children's well-being, but less information is shared about what and how children learn in school in order for staff to compliment this learning in their setting. Staff are developing a self-evaluation system to look at their strengths and any areas for development. They reflect upon their practice, using questionnaires to seek and include the views of children and their parents. The manager is clearly committed to the continuous development of the group, the improvements made since the last inspection have benefited all who use the setting and resulted in better outcomes for children.

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

All children are included and treated as unique. Activities and routines are adapted to meet individual needs and interests. Children are excited and stimulated by the variety of play on offer and their interest and enthusiasm is well-sustained due to appropriate interaction from staff. This helps promote their learning and development. Children show good personal and social skills as they play cooperatively together, for instance, helping each other to design and construct a marble run. They hold and steady the model for each other as more pieces are added. They work out how it needs to balance, and how pieces need to fit together a certain way. Children's language and literacy skills are supported as they talk about their ideas and write this down. Staff are on hand to offer help and support, such as encouraging the child to listen to the sounds of the letters in a word. All children contribute to a 'Meet the children at GFI' book, where they draw a picture and write something about themselves like 'I want to be an Olympic swimmer' or 'I like riding my bike'. This helps them to all to feel part of the setting and gives value to their achievements and aspirations.

Children develop numeracy skills through games and activities, for example, as they play together with the monopoly game. They count and share out the money and use addition and subtraction to work out monetary sums. One child uses a calculator to check the sum is correct, although clearly confident that it is right as she is able to work it out in her head. Children have good opportunities to be creative using a range of art and craft resources. They paint freely and create pictures using good imagination. They learn how to mix different colours and keep trying until they have the colour they need. All show a great sense of pride in their achievements and show everyone their finished art work. Children play imaginatively with small world toys and enjoy junk modelling using different mediums and materials to make characters from their favourite films. They learn to care for their environment as they help recycle or grow plants from seedlings. They tend and water their plants and observe the changes as they grow. This promotes their interest in the world around them.

Children show good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines, for instance, washing hands at appropriate times and wearing gloves and aprons to prepare snacks. They understand this is 'to be healthy and not spread germs'. Children's needs are met well in relation to food and drink and they learn the importance of healthy eating. They are encouraged to voice their individual ideas for snacks and are asked to help prepare them. They peel and cut up the vegetables and fruit, and grate the cheese, they then lay the table and present the food nicely for everyone to help themselves. During snack time they all sit together and learn good manners and social skills as they help pass food and wait their turn. Children enjoy outdoor sessions where they play games together, such as football or golf. They use golf clubs to hit balls into targets of circles painted on the playground. They take it in turn and help each other count how many shots they take to get their ball into the circle. Children receive praise and encouragement during play and when they help out and

complete tasks. They generally behave well and staff deal with any disagreements in an appropriate manner.

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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