

Christ the King Before & After School Club

Inspection report for early years provision

Unique reference number	EY200364
Inspection date	08/12/2010
Inspector	Kay Armstrong
Setting address	Christ the King JMI, Meadway, Wavertree, Liverpool, Merseyside, L15 7LZ
Telephone number	07766295232
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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

Christ the King Before & After School Club is one of seven clubs run by After School (u.k.) Ltd. and has been registered since 2002. The setting operates from Christ The King Primary School in the Wavertree area of Liverpool. Children have access to the school hall and dining room. Outdoor play is provided in the school playgrounds. The setting is open from 8am to 9am and from 3.15pm to 6pm Monday to Friday, term time only.

The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 56 children aged from three to under eight years may attend the setting at any one time. The setting also provides care for children aged eight to 11 years. Currently there are 73 children on roll, 47 of whom are under eight and 15 of whom are in the early years age range.

Three members of staff care for the children. Two staff have National Vocational Qualifications at level 3 and one has a playwork qualification at level 3. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A welcoming and inclusive environment is created where children are safe and well cared for. Staff have a sound understanding of the Early Years Foundation Stage framework. They provide an appropriate range of activities which occupy the children and support most aspects of their learning and development. Positive relationships with parents and the school have been established which helps staff to recognise children's individual needs and promotes continuity of care for children. Staff have begun to monitor and evaluate the service provided but the system in place is not yet fully developed.

What steps need to be taken to improve provision further?

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

- improve children's access to resources that reflect diversity and those that provide them with opportunities to explore programmable toys and to use information and communication technology
- develop the system used to monitor and evaluate the quality of provision to include parents', carers' and children's views.

The effectiveness of leadership and management of the early years provision

Children's safety is securely promoted within the setting, as staff have a clear understanding of child protection procedures and know how to implement them effectively. Staff members are appropriately qualified and deployed to provide sufficient levels of support for all the children attending. The clear recruitment policy ensures that all staff are vetted for their suitability and undergo a sound induction process. Risk assessments have been conducted ensuring children are able to play in a safe environment. All the required documentation is in place for the safe and efficient management of the provision and to meet the needs of the children and promote their overall well-being.

Staff deployment is effective and children are appropriately supervised. They provide a relaxed environment where children are able to play together freely without unnecessary adult intervention. The resources are generally accessible so that children are able to make some choices about their play and learning. Equality and diversity are fostered appropriately through a range of activities that expand children's understanding of the world around them. However, resources which reflect positive images of our diverse society are not yet fully developed and this limits children's understanding of difference.

Staff form positive relationships with parents and carers which benefit children. Regular exchange of information helps to keep parents and carers up to date with their child's learning and well-being, which promotes continuity in their care. Positive links with the school further support children's welfare and learning needs. The manager and staff work well together. They demonstrate a positive commitment to driving improvement as systems are in place to evaluate how the provision is meeting the welfare requirements. However, this is not yet fully developed to include parents' and children's opinions. Recommendations from the previous inspection have been successfully implemented, which has a positive impact on children's overall care and safety.

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

Children have a clear sense of belonging and settle down quickly upon arrival. Staff provide them with a reasonable range of adult-led and child-initiated activities, which link into the different areas of learning, generally supporting children's progress.

Children are clearly building positive relationships with their peers and they enjoy participating in games with each other. They form warm trusting relationships with the adults and invite them to join in their play. Children are able to express themselves creatively through a range of craft materials; their work is valued and displayed, which promotes their self-esteem and confidence. Children concentrate well as they draw and colour in designs, refining their pencil control, fine motor skills and eye to hand coordination. Younger children enjoy playing with the older

children, for example, they play harmoniously with construction sets, developing skills in problem solving whilst having fun. However, children have few opportunities to develop skills for the future as they have limited access to resources which foster their understanding of information technology.

Children are learning how to manage their own health and hygiene. They are encouraged to independently practise their personal care. Staff are conscientious about good hygiene routines. For example, in their preparation and serving of food they take care to minimise the risk of cross infection as they clean the tables and food preparation areas with antibacterial spray. A healthy lifestyle is encouraged through outdoor play and exercise and, weather permitting, children enjoy running around, using the climbing equipment and playing ball games in the school playgrounds. Children's understanding of healthy eating is well promoted at snack time and during activities. They have free access to drinks which enables them to remain hydrated. Children are developing an appropriate sense of safety as they practise the emergency evacuation procedures regularly ensuring they know and understand what to do in the event of a fire. They respond well to the club's positive approach in behaviour management. As a result, they know and understand the safety rules as staff give clear explanations of the possible consequences of actions.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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