

St Gregory's Breakfast and After School Club

Inspection report for early years provision

Unique reference number	EY337856
Inspection date	05/07/2011
Inspector	Jean Thomas
Setting address	St Gregory's Church Hall, 41 Damson Road, Netherley, Liverpool, L27 8XR
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St Gregory's Breakfast and After School Club was registered in 2006. It is a charitable trust and non-profit making organisation. The club operates from the main hall in St. Gregory's Church and is situated in the Netherley area of Liverpool. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The club is open Monday to Friday from 8am until 9am and from 3.15pm until 5.30pm, term time only. A maximum of 24 children may attend the club at any one time. There are currently 10 children attending who are within the Early Years Foundation Stage. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club supports children with a special educational needs and/ or disabilities and children who speak English as an additional language.

The setting employs five members of childcare staff and there are 12 volunteers. Three staff and one volunteer hold appropriate early years qualifications at level 2 and level 3. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are caring, friendly and approachable, which is conducive to children and their parents feeling welcome. A very positive attitude is demonstrated with regard to offering an inclusive provision. Staff meet children's individual needs well, which supports their progress towards the early learning goals. Positive links with schools complement the delivery of the Early Years Foundation Stage. The management and the staff demonstrate that they have a good capacity to make continuous improvements. However, an omission in the maintenance of one of the legally required documents had not been identified.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the daily record of children includes their hours of attendance (Documentation) (also applies to both parts of the Childcare Register). 19/07/2011

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

- develop further the range of outdoor play opportunities offered to children each session

- revise the observation recording system to make sure the process covers the six areas of learning.

The effectiveness of leadership and management of the early years provision

The staff team have a good understanding of safeguarding procedures to effectively protect children from harm. Staff have attended safeguarding training and are confident in their ability to recognise the signs and symptoms of abuse. Systems for recruitment and vetting of staff are robust to ensure that all adults working with the children are suitable. The risk assessments are thorough and include daily safety checks of the registered areas to promote children's safety at all times. Overall the regulatory documentation is maintained for the safe and effective management of the provision. However, the procedure for recording a daily record of the children's hours of attendance is not effective to ensure it is maintained as legally required.

The staff team are committed to the promotion of equality and inclusive practice. They recognise each child as a unique individual. Staff work closely with parents to ensure children with special educational needs and/or disabilities receive high levels of support to ensure they have every opportunity to fully participate and benefit from the wide range of activities and resources available. Staff organise the environment and resources effectively which enables all children to make choices in the activities they wish to take part in. Children's understanding about the diversity of society is nurtured through resources, discussions with staff and planned activities. For example, children participate in the exciting annual Liverpool's Broughaha festival. Children help to make their brightly coloured carnival clothes and join the parade. Through this activity children enjoy the community atmosphere and learn about the heritage of the area where they live.

The effectiveness of leadership and management in embedding ambition and driving improvement is good. The manager and staff's ongoing commitment to training has a significantly positive impact on the quality of the play based provision. Staff work very well together as a team and as a result sessions run smoothly, which helps the children feel at ease. There are good systems in place for self-evaluation and monitoring of the setting. Staff, parents and children are involved in the process, through meetings, discussions and questionnaires. The management are proactive in applying for grants to help fund their targeted areas for improvement, such as the computer suite. The recommendations from the last inspection have been fully addressed. The staff's training and implementation of the Early Years Foundation Stage has supported staff in addressing the recommendation regarding planning. The children have made their own displays to meet the recommendation to promote good hygiene practice. Resources have been purchased to reflect the diversity of society as recommended. Sustainability is promoted through the management and staff's understanding of the need of being resourceful and not wasting materials. This awareness is shared with the children who are expected to be respectful of the equipment and use recycled items in their play.

The staff establish positive relationships with parents who state that they are very happy with the quality of provision. Parents are given good quality information about the setting to ensure they are aware of practices. 'All about me' booklets and initial observations help the key person to identify children's starting points and to plan to support their individual progress. The ongoing exchange of information is effective through opportunity for daily communication and the sharing of children's individual records. Parents contribute to their child's observation, assessment and planning records. Strong links are forged with all the schools the children attend. Staff use information gathered from school to complement the activities they plan for the children at the club to promote continuity and progression in their learning and development.

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

Children enjoy their time at the after school club in the relaxed, well-organised, environment. There is a lot of laughter and talk amongst the children, they enjoy each others' company and have a good rapport with staff. They feel comfortable to make their needs known and enjoy sharing experiences and ideas with staff, who are friendly and interested in them as individuals. Children confidently pursue the activities of their choice. The planning of activities is informed by the observations made by the key persons, knowledge of children's interests and preferences and children's suggestions and request. Staff use the Early Years Foundation Stage learning and development expectations to assist planning for individual children's needs and to support their progress towards the early learning goals. However, the observation recording system does not clearly show consideration is given to problem solving, reasoning and numeracy to effectively promote this area of learning.

Children have good opportunities to participate in a wide range of activities which are fun and educational. The children make models to their own design using different sized cardboard boxes. Staff appreciate that this creative activity promotes other skills, such as problem solving, communication and working cooperatively together. A group of children make bead designs which require a heat process to fuse the beads together. The children articulately demonstrate their understanding of safety as they explain why the staff complete this part of the procedure. Planning shows how staff help children to learn to look after themselves through activities and discussion, such as stranger danger and awareness of protection from the sun. Children show that they feel safe, because they readily approach staff for their needs. Children are well supervised and allowed to be independent. The club works with other agencies to enhance children's experiences. For example the Environmental Health Enforcement team organised a litter pick up and, within a controlled and monitored area, children helped to tidy up a local area. Activities such as this helps nurture children's understanding how they can make a positive contribution to their community.

Children are able to be active and to relax. There are large floor cushions to offer children comfortable areas for children to rest, talk with friends or enjoy a book.

The club has an extensive range of books suitable for the different interests and ages of the children to help encourage an enjoyment in reading. The computer suite is used by all children and the programmes are adapted to ensure all children benefit from this equipment. The resources, planning and staff's positive involvement with the children support them in developing skills for the future in communication, literacy, numeracy and skills linked to information and communication technology. The outdoor facilities offer space for children to pursue robust, energetic activities. The children enjoy playing football, running around and playing a group game. However, the range of activities pursued outside on a sessional basis do not offer a balance of indoors and outside play opportunities.

Children's behaviour is good. They are effectively supported by staff who are positive role models. The children play happily alongside each other whether involved in creative work, role play or physical activity. Younger children mix well with the older children. Children show consideration towards each other, share and take turns very well. They know what is expected through familiar routines and clear explanations. Children develop their own club rules, which encourage them to consider the consequences of their words and actions. The children's understanding of the importance of following good personal hygiene routines is good. Healthy eating is positively promoted. Snacks are balanced and nutritional, and children can choose from different options, fruit is included on the daily menu. The children help to plan the weekly menu. They are also involved in food preparation activities, such as making their own sandwiches and pizzas. These activities help to trigger children's interest in healthier food options.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 19/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 19/07/2011