

St Claire's @ Mundeford Junior School

Inspection report for early years provision

Unique reference number	EY431871
Inspection date	14/12/2011
Inspector	Bridget Copson

Setting address	Mundeford Junior School, Mundeford Lane, CHRISTCHURCH, Dorset, BH23 3HP
Telephone number	01202429880
Email	info@stclaires.co.uk
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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. Claire's Out of School Club registered in 2011. It is based at Mundeford Junior School in Christchurch, Dorset. The club operates from a ground floor purpose built community room, with use of the school hall, music room, toilet facilities, kitchen and outdoor play areas. The premises can be accessed via a ramp.

A maximum of 16 children aged from four to eight years may attend the club at any one time, all of whom may be in the early years age group. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open every weekday, term time only, from 08.00am until 08.50am, and 03.00pm until 06.00pm. During the school holidays, the club operates from 8.00am until 6.00pm subject to demand. There are currently 55 children on roll, seven of whom are in the early years age group. The club cares for children with special educational needs and/or disabilities.

The club is privately owned by a limited company which employs four members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well, and they are making good progress through the Early Years Foundation Stage. However, at snack time they are not always supported as well in learning what is expected of them. They benefit from a fun environment, in which they are included equally. Staff demonstrate a commitment to maintaining continuous improvement and have made good progress in improving outcomes for children. They successfully evaluate most aspects of the provision. However, this is not fully successful in prioritising improvements in all aspects of the provision or to include the views of parents.

What steps need to be taken to improve provision further?

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

- improve the management of children's behaviour at snack time to support all children more effectively in developing a better awareness of the boundaries and expectations of the club
- develop self-evaluation further to identify strengths and priorities for development that will improve the quality of provision for all children, and include the views of parents.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by staff who have effective systems in place to help assure their safety and well-being. Secure employment and vetting procedures are carried out to help ensure all staff are suitable. This is followed by an induction programme and bi-annual appraisals to assure on-going suitability. Risk assessments, fire practices and daily health and safety checklists maintain good standards of health and safety. Staff have a clear knowledge and understanding of their child protection responsibilities. Also, the procedures they would need to follow in the event of any concerns to further help safeguard children.

Staff work efficiently as a team to meet children's needs. They prepare a warm and welcoming environment for children's arrival. This includes a good range of activities within an enabling environment to promote independent play. Staff interact with interest, ensuring all children are included and involved in both lone and group activities. Staff promote positive attitudes most of the time through presenting as good role models and offering consistent messages. However, this is less effective at snack time. Children are developing a good awareness of diversity and a respect for others. They learn about the lives and beliefs of others from around the world through exploring different festivals throughout the year. They also play with resources promoting diversity and equality.

The club have systems for monitoring and evaluating the quality of provision. These include monthly evaluation sheets to monitor the use of the premises and general provision, school and staff meetings and links with the local authority. As a result, many improvements have been made since registration. However, a self-evaluation system has not yet been developed to identify strengths and areas for improvement in all aspects of the provision for children.

Staff have established good partnerships with parents who are provided with clear information to support them in making an informed choice. Parents provide staff with information regarding their child's needs and preferences to promote consistency. Parents are kept well-informed through displays, newsletters and daily communication. They have the opportunity to share their views of the club through completing a questionnaire at the end of the school year. When asked, parents state their children are 'very happy, and enjoy attending' and 'always enjoys coming and saying what she has done'. Otherwise, their views are not actively sought throughout the year. Successful links are established with the local infant school from which children attend. This ensures activities are complementary to promote continuity and progression within the Early Years Foundation Stage. In addition, information relating to children's specific needs and well-being is passed onto parents to further promote good communication.

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

Children's learning and development are promoted effectively. Staff have a secure understanding of the Early Years Foundation Stage, which they use to plan and promote fun and active sessions. These include physical and creative adult-led activities every day, linked to children's interests and stage of development. In addition, free-play time and easily accessible resources allow children to play independently. Key persons monitor and assess children's progress through recording observations each week. They use this information to identify future planned activities within their areas of interest. As a result, children are happy, active and enjoy attending.

Children arrive excited from school. They share their news, show things they have brought with them and link up with friends to play. Children focus for long periods with their chosen activities. Most children behave well. They are learning about the needs and feelings of others, enjoy helping and are developing friendships with peers. However, not all children are supported well in developing a good understanding of the boundaries and expectations of the club at snack time. Children's communication, language and literacy are developing well. They enjoy sharing their news and views. They join in games which encourage them to think, make decisions and to share their knowledge. For example, they name Christmas films and songs, sound out alphabet letters and name other object starting with the same letter. Children also have several opportunities to mark-make purposefully and to write correctly formed letters. They enjoy books which they read alone and with staff.

Children use their imaginations well. For example, they make cards and decorations with many different resources, extending their own creativity freely. They have access to role play and constructional resources to build and play with imagination. Children count in many activities, such as team games, board games and setting out plates and cups at snack time. They problem solve with puzzles, using creative resources and in practical tasks. Children learn about the natural environment and their local community. For example, they visit outdoor play areas, the beach and go crabbing at the quay. They also learn about environmental issues through projects, such as 'how to reduce your carbon footprint'.

Children feel safe and secure within the group. They move about freely and with confidence. They are closely supervised without hindering their independence. They learn about keeping safe. For example, through staff guidance, practising the fire evacuation procedure, and learning about road safety and stranger danger on outings. Children's health is promoted through the provision of a clean and hygienic environment and good hygiene practices. Children are developing a good attitude to healthy lifestyles. They enjoy nutritious and healthy snacks, and join in regular cookery activities, such as bread making. Children benefit from outdoor play in the school playgrounds on arrival to let off steam and run freely.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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