

Our Lady's Stay and Play

Inspection report for early years provision

Unique Reference Number	EY348599
Inspection date	01 October 2007
Inspector	Josephine Mary Hammick
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Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Our Lady's Stay and Play was registered in 2007. It operates from one classroom and main hall within Our Lady's RC Primary School in Hereford city. A maximum of 24 children may attend the breakfast club, and 16 children attend the after school club at any one time. There are currently 22 children on roll who attend for a variety of sessions. The setting is open each weekday from 08.00 to 08.45 and 15.15 to 17.15 during term time. Children have access to a secure outside play area. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The Out of School club employs four staff. Of these, half hold appropriate qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children benefit from a warm and welcoming environment. They learn about the importance of good hygiene and personal care through the daily routine and by exciting and stimulating activities and projects. For example, the main school is part of the 'Phunky Phoods' project.

The out of school club links in with this and plans activities to promote hygiene and personal care through fun and exciting games and artwork. The children have an excellent understanding of why they must wash their hands before meals, after using the toilet or playing outside. Their risk of cross-infection is minimised because cleaning routines are vigilant. For example, paper towels are used for wiping tables prior to food, and the staff ensure that their hands are washed before food preparation. All staff hold recent food hygiene certificates. Documentation is well maintained regarding the administration of medication and recording of accidents. Well stocked first aid boxes are available to ensure children's well-being is safeguarded in the event of an accident.

Children enjoy a wide range of activities which contribute to their good health. They make good use of the enclosed garden and have a range of resources to help them improve and develop new physical skills, for example, having fun on the slide. They benefit from regular walks and visits to the play park where they further extend their physical skills by playing on large equipment suitable for their age and stage of development. The children enjoy being in the fresh air and being able to stretch, run and let off steam.

Children benefit from the provision of nutritious, healthy food and drink. Menus are well planned, imaginative and entice children to try new flavours and textures. For example, the children enjoy eggs, cheese and bean based meals for breakfast as well as traditional cereals, toast and fresh juices. For their after school substantial snack they enjoy foods such as homemade soup, cakes or ice cream. They have fresh juice, milk shakes, muffins, waffles and toast. Menus are displayed so that parents know what their child is eating on any particular day. The children help staff to prepare the meals which are low in sugar, salt and fat. They learn the importance of effective domestic hygiene routines, weighing, measuring and kitchen safety. Children are involved in producing their own fruit and vegetables in the school garden. They plant and nurture these plants until they can harvest them and use them to produce soups, stews and ice creams. Children can access drinks freely at any time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in a warm and friendly environment. The premises are generally secure and provide the children with sufficient space to play, rest and eat. Children are generally safe within their environment because potential risks have been identified and appropriate safety measures put in place, including efficient entry procedures for unannounced visitors. However, non out-of-school club staff have access to the room and are constantly entering and exiting throughout the session. Children follow them out of the room. Therefore this has an impact on the effectiveness of supervision and their overall safety. The secure, outside play space is safe and suitable for children to use.

The children have access to a developing and suitable range of toys and equipment. They are interested in and stimulated by what is available to them. The toys and resources are in good condition and they are kept clean and hygienic for the children to use. The children are learning to keep themselves safe through everyday activities and gentle reminders from staff, for example, not to run or push inside the premises, and what procedures to follow in the event of emergency evacuations.

Children are well protected because the staff have accessed recent training and have a clear understanding of child protection procedures. They are fully aware of their role and responsibility to protect children in their care. Parents are made aware of these procedures through the well

thought out child protection policy, so that they know the action they will take if they have any concerns about their children.

Helping children achieve well and enjoy what they do

The provision is good.

All children are very happy to attend; they enjoy their time in the stimulating and well-resourced environment. Children throughout the setting are happy, confident and have built secure relationships with each other and staff, who provide a good balance of child-initiated and group projects to ensure that children have access to a range of stimulating activities. For example, model making and papier mâché sessions provide creative opportunities with support from adults, whilst the free painting and gluing activities stimulate interest in a fun and informal way. Themed activities are very popular. Most of the children take part in projects, team games and challenges. Boys and girls become totally immersed in a 'Hunt the Thimble' type activity, hiding objects around the room to enable the others to find it. They are all engrossed and celebrate a successful find with loud cheers. Other children play for long periods with small world toys. For example, the children get out a big box of Lego and build ships and trucks. They love to discuss different imaginative scenarios with each other and suggest ways that their peers can make their roles more interesting. Others enjoy playing with a hairdressing set. They brush the models hair; plait and back-comb it before starting all over again. Boys and girls show an interest in this activity, commenting that the doll is beginning to show signs of alopecia. They are totally engrossed in their play. The children are keen and motivated by what is available to them, they share, take turns and cooperate with each other.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual personalities and needs are well known and respected within the setting. The group seek a wide range of information from parents, such as children's special interests and things that are special to the family. This information is used to ensure that children are cared for by staff who work with parents to meet their individual needs and also ensures that all children are valued and included in the life of the setting. Resources to promote positive images of race and culture are good. For example, there are dolls, books, puzzles, poster and displays celebrating cultural diversity. Consequently the development of children's knowledge and understanding of the wider world is good.

Children with learning difficulties and/or disabilities are recognised and well supported by experienced and caring staff. Daily observations are kept of children's care and shared with parents and outside agencies to ensure that the children's changing needs are recognised and can continue to be met. However, there are few resources to promote positive images of disability. Therefore children do not benefit from inclusive play in this area. Children behave very well with support, care for each other and freely share and take turns. They are developing a good understanding of right and wrong and are able to play happily within clearly set boundaries devised by them and called 'Rules of the Club'. Children benefit from settling-in procedures which are based around their individual needs, to support them in the transition between school and the setting.

The partnership with parents and carers is good. The well thought out information booklet includes information on the routines, policies and procedures. Photographs and labels on displays help parents and carers to see what their child has enjoyed whilst at the out of school

club. Newsletters and notices on the information board keep parents and carers informed about forthcoming activities and menus. Parents are always welcome to view or discuss their child's needs informally or formally through appointments. This enables parents to be involved and enhance their own child's enjoyment.

Organisation

The organisation is good.

The premises are very well organised and good use is made of the space available. All staff work well together and demonstrate enthusiasm for creating a fun environment that stimulates children of all ages. Staff actively attend training in order to improve their practice and extend their knowledge and skills. Children benefit from their commitment to develop their skills. For example, staff have completed a 'Take Five for Play' course specifically aimed at the care and stimulation of older children. Children are well cared for by suitably qualified staff who have been appropriately vetted to ensure that they are suitable and have sufficient skills and knowledge to work with children.

Policies and procedures are clear, comprehensive and up-to-date. All staff are familiar with their content to ensure children are well cared for. There is a high emphasis on working with other professionals, such as those from the local authority. As a result, children benefit from practices which are in line with current ideas and legislation.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- increase resources to promote positive images of disability

- ensure the safety of children by developing effective systems to limit the number of people entering the out of school designated areas during opening times.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk