

# Sacred Heart Rise And Shine Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY317116
<b>Inspection date</b>	24/09/2008
<b>Inspector</b>	Sheila Boyle
<b>Setting address</b>	Sacred Heart RC School, Brays Lane, Coventry, West Midlands, CV2 4DW
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<b>Type of setting</b>	Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the setting**

Rise and Shine offers before and after school care for up to 24 children aged four to 11 years who attend Sacred Heart Primary School. The accommodation is located within the school and includes access to three large classrooms, a purpose built kitchen for school pupils, a large hall and all of the school's outdoor play facilities including the early years outdoor and indoor play equipment. There are three staff working with the children, all are suitably qualified. The provision operates Monday to Friday from 07.45 to 08.45 and from 15.15 to 17.30 and are registered on the Early Years Register and both parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Children are provided with a wide range of positive learning opportunities in a well-organised and stimulating inclusive environment. Their individual needs are recognized early by staff who know them well because of good links with parents and the school staff. This ensures children make a smooth, happy transfer from one setting to the other. Health and safety arrangements are managed effectively, including safeguarding arrangements. Children are helped to stay safe and are taught about eating healthy meals as well as good hygienic routines. While self-evaluation processes are limited, the setting knows what works well and what could be better. It has satisfactory capacity to improve.

## **What steps need to be taken to improve provision further?**

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

- develop a more structured system of self evaluation to help identify areas where improvements can be made
- use information gathered from parents and teachers to plan more activities for the younger children to increase their knowledge and understanding of the world beyond the school environment.

## **The leadership and management of the early years provision**

The provision is well organised and has secure policies and procedures in place to ensure that children are well cared for and kept safe at all times. The staff are diligent in their supervision and support for individuals. For example, daily risk assessments are undertaken before the start of sessions to ensure children are never exposed to hazardous situations. The children report that they enjoy the club, the many activities on offer and the freedom they have to choose their favourite activity. The club has adapted many of the school's procedures and routines for ensuring the children's welfare, health and safety. It also operates a similar discipline policy to avoid confusing the children. This consistency of approach is appreciated by parents and contributes well to children's safety and good behaviour. Links with parents are good and enhanced by the quality of

information provided through the large display board at the parents entrance.

The manager has a clear understanding of the club's strengths and knows where improvements are needed because of regular discussion with parents, school staff and the children themselves. Through training and links with the local authority staff are kept up to date with the requirements for Early Years provision. However the provider has not yet formalised the system of self-review nor identified priorities for improvement. The two recommendations made at the last inspection have been fully implemented. This has resulted in children having more involvement in the preparation of snacks. Daily risk assessments are now carried out before the start of sessions.

## **The quality and standards of the early years provision**

Children benefit from the well-organised environment where staff actively plan activities which encourage them to play safely both indoors and on the outdoor climbing equipment. Through cooking sessions children are encouraged to use utensils safely, to select healthy foods and are introduced to good hygienic routines including washing hands and cleaning work surfaces. Children are happy and settle in quickly, they grow in confidence as they independently explore different aspects of the provision and learn new language through cooperative play. Children are appropriately supported when trying new ideas and they are encouraged to make suggestions as to how to improve the provision. They enjoy the many resources available, including art and craft material, construction toys, cooking and planting equipment and the use of computers.

Children learn to share and take turns through organised games. They also make good use of the outdoor space for ball games and climbing equipment which contributes well to their social and physical development. Children's behaviour is managed well. Children are fully aware of the 'golden rules', they respond well to requests from staff and are learning how to care for others and their immediate environment. Whilst the children are provided with appropriate activities to extend their knowledge and understanding of their immediate environment there are few planned activities to extend their knowledge and understanding and experience of the wider world.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.