

Holy Family Larks & Owls Club

Inspection report for early years provision

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Inspector Karen Eunice Millerchip

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Type of setting 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

Holy Family Larks and Owls Club was registered in 2008. It operates from the school dining room, hall and playground of Holy Family Catholic Primary School. The club serves children from the school and a maximum of 32 may attend the setting at any one time. There are currently 59 children on roll aged from four years up to the age of 11 years, of these, 10 children are in the Early Years Foundation Stage (EYFS). The provision is registered by Ofsted on the Early Years, compulsory and voluntary Childcare Registers.

The club is open during school term time only, Monday to Friday, from 08:00 to 08:45 and 15:15 to 18:00. Children can attend for a variety of sessions. The setting supports children with learning disabilities and/or difficulties and children who speak English as an additional language.

The manager and deputy hold a Level 3 qualification and two other staff are working towards a recognised early years qualification. The group receive support from the local authority.

Overall effectiveness of the early years provision

The setting provides positive experiences for children in the Early Years Foundation Stage (EYFS). Staff meet children's individual developmental needs well and promote the majority of aspects within children's learning and care successfully, however, the capacity for relaxation or to play quietly is limited. Staff ensure that children with learning difficulties and/or disabilities are sensitively supported to participate in all aspects of the group. Ongoing and thorough self-evaluation systems developed by the committee and staff members ensure that any priorities for future development are quickly identified and acted on, resulting in a service that is responsive to the needs of all service users. All policies and procedures are up-to-date with the exception of the attendance register.

What steps need to be taken to improve provision further?

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

- provide for children who wish to relax, play quietly or sleep
- ensure the daily register reflects the actual hours of attendance of all children.

The leadership and management of the early years provision

Children feel safe and secure in an environment where staff help them to feel valued and prioritise their health and safety within the group. Consequently, children are happy, settled and eager to participate in familiar activities and routines. Robust recruitment systems ensure that children are well cared for by

suitable, experienced and well qualified staff. Staff implement effective health and safety policies and procedures, and carry out routine safety checks. Children are safeguarded from harm and neglect by staff who have a very good understanding of child protection issues.

Strong partnership working with parents and others ensures that all children have their needs well met and that an inclusive environment is created where all children are able to fully participate alongside their peers. Staff build positive relationships with parents and they can readily access the policies and procedures of the group. Regular newsletters offer ideas about current themes such as, healthy eating and how parents can support these at home. Parents are aware that they can discuss their children's needs with staff at any time. Strong links with the school, particularly the reception class, provides sound support for children and their families as they become familiar with the group.

In depth self-evaluation and reflective practice ensures that staff adapt routines and practices in response to children's needs and interests. Staff are committed to build on current good practice and regularly participate in ongoing professional development training. Staff are aware of their roles and responsibilities and work closely to policies and procedures to promote consistent practice, however, the attendance record does not show the time children arrive after attending 'after school' groups which does not fully promote children's welfare.

The management committee, in conjunction with staff members have developed a robust self-evaluation system to ensure that all areas of practice are fully evaluated and that children and parents are included. Questionnaires have recently been given to parents and children to identify their views on the service provided.

The quality and standards of the early years provision

Children make good progress in their learning and development, well supported by staff that gets to know them very well. They are provided with a variety of opportunities that include a mixture of planned and child-initiated play both indoors and outside. Staff recognise that some children need to release energy after school, whilst others might wish to play quietly or relax, however, the opportunities to play quietly or relax are limited, which could impact on the welfare of the child. Staff use information gathered through observations and discussions with children about resources and equipment they would like and how activities can be provided to reflect their interests and preferences. Systems to observe and assess children's achievements and learning styles are in place and thereby ensuring their learning and development needs are identified and provided for.

Children enjoy their time at the club and comment on the friendliness of staff members and how they enthusiastically join in with their play or facilitate group games. Children enjoy regular access to outdoor play where they have open space for ball games, team games or time just chatting with friends. The school hall is used for indoor physical play and activities. Children are offered choices and a selection of resources are presented for play at the start of the session such as, role play, books, craft and small construction. Children confidently self-select alternative

play opportunities during the session or ask staff for equipment not readily accessible.

Staff provide positive role models and children behave well and are aware of the setting's rules and boundaries. They display good manners and show strong respect for their friends, other people and their environment. Staff are pro-active in assessing children's needs and provide the right amount of support to engage and interest children and promote good behaviour.

Staff are well deployed and ratios exceed the requirements. New children have settled well and information is exchanged with all parents on a regular basis. Strong links have been built with the school and information is regularly exchanged between the staff, for example, regarding topics covered within school and individual children's needs. This enables staff to compliment and build on children's existing knowledge and understanding. Parents and children are familiar with their key person and close relationships between staff, individual children and their parents are apparent.

A high regard is given to healthy eating and children are knowledgeable about the benefits of eating a balanced diet and taking regular exercise. They self-select from a cafeteria style snack bar which includes a variety of fruit and vegetables, sandwiches, yoghurts and a choice of fruit juice or water. Drinks and fruit are freely available at all times during the session. Sound daily routines effectively promote children's health; older children are competent in self-help skills and provide support to younger children with hand washing and pouring drinks. Staff are well trained in food hygiene and strong procedures are followed to soundly promote children's health and well-being. Comprehensive risk assessments cover all areas of the provision and ensure children play safely in a secure environment.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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

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 registration.

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.