

Ollies Before and After School Club

Inspection report for early years provision

Unique reference number	EY240710
Inspection date	10/12/2008
Inspector	Kevin Johnson
Setting address	Our Lady of Lourdes RC Primary School, Rudgwick Drive, BURY, Lancashire, BL8 1YA
Telephone number	0161 761 2026
Email	
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

Ollies Before and After school club has been registered since July 2002. It is based at Our Lady of Lourdes Primary School and offers before and after school care for children who attend the school. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

Children have use of the school hall, the resource area, and the computer room. The club also has access to the school kitchen for the preparation of drinks and snacks. There is an extensive outside play area, which incorporates both grass and hard surfaces

The club is registered to care for 40 children at any one time. There are currently 59 children on roll. The club is open from 07:45 to 08:50 and from 15:15 to 17:45, term time only. During school holidays, the club operates from 08:00 to 18:00. Of the five staff who work directly with the children, three have early years qualifications.

Overall effectiveness of the early years provision

The individual needs of all children in the Early Years Foundation Stage (EYFS) are met well. Children learn how to be safe and healthy and how to work purposefully alongside others but opportunities to promote some personal skills are missed at breakfast time. Staff ensure that children are engaged well by a good range of activities. Relationships with parents are very positive. Provision for children's welfare is good and the setting considers children's views with what it provides. Strong leadership ensures that there is good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- use breakfast time more effectively to encourage children to make more choices and to develop their personal skills.

The leadership and management of the early years provision

The setting is organised and managed well with high priority given to children's welfare. The setting ensures that all the appropriate vetting checks are in place and that adults are suitable to work with children. Leaders and managers consider parents' and children's views during their regular and effective reviews of current practice. This ensures that all partners in the setting have some part in the management committee's effective self-evaluation process. There is a strong partnership with parents who are very happy with how the club provides for their children. Recommendations from the previous report have been fully dealt with and some resources, such as those used outdoors, have been improved.

Staff are well qualified and undergo regular training in order to upgrade their skills and improve the quality of provision. They welcome children into a well-prepared, warm, and secure setting. Children enjoy the range of healthy choices that staff provide for breakfast and for other snacks. Even so, children's personal skills do not always develop well enough because they lack opportunities, for example, to contribute to the preparation of these meals.

Staff know the children well and are happy to work alongside them in order to help them develop their skills. This encourages a good sense of achievement among children, so much so, that they often like to take their work home. The club encourages positive attitudes among children. For example, in response to children's requests there is now a 'quiet corner' allocated for those who wish to read or complete some of the homework set by their school. Children also made decorations for the main school's Christmas tree and this reflects the positive links that exist between staff in the main school and at the club.

The quality and standards of the early years provision

The setting provides a stimulating and challenging environment for children. A good range of games and toys encourage children's independent choices and activities change daily to ensure new challenges. Children's confidence grows because they are able to test their skills alongside older pupils who attend the club. They learn to negotiate with others and rise to the opportunities they are given to select and lead activities such as group games. This increases children's confidence and self-esteem and prepares them well for future roles and responsibilities. Adults engage children well in their learning. They organise activities, which are of current interest so that children build on what they learn in school and maintain a strong sense of curiosity in the world around them. Regular discussions with children ensure that staff are aware of their views and can adjust their planning of future activities to cater for different needs.

Children cope well with practitioners' consistently high expectations. They tidy up at the end of each session and conform to routines well, including hand washing before they eat breakfast. Staff ensure that the environment is safe, healthy, and clean and children have a good understanding of the importance of safety procedures. The setting is free from unnecessary clutter and this enables children to move around or work freely. Adults strongly promote healthy lifestyles among all the children. As a result, children are very aware of the importance of eating sensibly. There is also a daily activity to encourage children's physical fitness.

Children enjoy Ollies as they are always certain of a warm welcome and appreciate the trusting relationships they share with friends and adults. Children achieve well and build a firm foundation for their future success.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.