

# OLOW Out of School Care

Inspection report for early years provision

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<b>Unique reference number</b>	EY302920
<b>Inspection date</b>	18/11/2008
<b>Inspector</b>	Ron Elam
<b>Setting address</b>	OLOW Parish Church, 566 Stratford Road, Shirley, Solihull, West Midlands, B90 4AY
<b>Telephone number</b>	0121 745 2799
<b>Email</b>	
<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**

OLOW Out Of School Care opened under a new registration in 2005. It operates from the parish hall situated on the site of Our Lady of the Wayside Catholic Church and Primary School in Shirley, Solihull. The club has use of the whole hall which contains 2 large rooms, an entrance area, toilets and kitchen. There is disabled access to this setting. There is an adjoining, fully enclosed, outdoor play area and the children can also use the school playing fields. The group is registered to care for a maximum of 40 children at any one time, and there are currently 76 children from four to 11 years on roll. The club operates every weekday during school term time, sessions are from 07.20 to 08.45 and from 15.35 to 18.00 and it is placed on the Early Years Register and both parts of the Childcare Register. The club serves the children who attend Our Lady of the Wayside Infant and Junior school and children attend for a variety of sessions.

There are seven staff who work with the children. All are experienced in working with children and half hold an appropriate early years qualification. The setting receives support from the local authority early years service.

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

This setting provides satisfactorily for children in the Early Years Foundation Stage. Children experience a broad range of interesting activities and so they are pleased to attend. They are included well because they have good individual care and support. Staff training has extended the staff's understanding of how to help all pupils. While the setting has successfully improved what it provides since the last inspection and has satisfactory capacity for continuous improvement, it is not fully meeting all the main requirements of the EYFS framework in relation to children's learning and development.

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

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

- extend links with the primary school and parents to maximise the learning and development opportunities
- develop a structured approach to assessing and recording what children know and can do in order to review their progress and plan the activities offered so that they meet the needs of each child

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

The children are safeguarded extremely well. They move safely and freely around the indoor areas and, when available, those outside. The regular staff meetings and staff training reflect the importance of involvement and development of the staff. Health and safety risk assessments are in fully in place and reviewed

regularly and other records and policies are kept meticulously, in keeping with statutory requirements. The review of the arrangements for collecting children from the primary school at the end of the school day has resulted in a now, smooth transfer to the different setting.

The setting consults members of the school community when evaluating the work it is doing. Children's comments have resulted in a revised reward system, parents comments have resulted in a sand box in the outside area and the comments of staff have resulted in changes in the location of activities. The staff have good relationships with parents when they come to collect their children resulting in a useful opportunity for informal discussions. Parents are pleased with the setting and they state their children enjoy being there. A communication book is used to pass information between the setting, parents and the school though it focuses mainly on care issues.

The staff have only a limited understanding of what the children can do when they join the setting. They also do not have sufficient links with the school Reception class and nursery to update this information. This prevents the setting being able to complement and build upon the learning that is taking place elsewhere. The setting is at an early stage in developing the way in which it works with parents to enhance children's learning and development. The lack of a structured approach to assessing and recording what a child is able to do limits the extent to which the staff can modify the activities to enable the child to improve. The manager is already developing systems to deal with these issues.

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

Children enjoy being at this setting. When they arrive either early in the morning or at the end of the primary school day they immediately decide what activity they want to work with. A wide range of activities are provided which cover a variety of areas of learning for children of this early age, including a shop, drawing and painting, garage, railway and magnetic toys. Physical activities such as dancing take place indoors during inclement weather. During the warmer weather the children enjoy playing on the primary school playground and field. All the children find the activities interesting and participate in them well. They are familiar with the routines, behave well and treat each other, and the adults, with respect.

The children are able to choose what they want to do and the adults work with them as necessary. Members of staff have received training in special educational needs resulting in all children having helpful and appropriate guidance. This includes additional support from the local authority when necessary.

The care and welfare of the children is paramount and promoted very well by the committed staff. Children feel safe and secure because they know the routines and expectations well. They understand the need for personal hygiene after using the toilet and before eating. Children learn about healthy eating and enjoy the snacks of cereal, toast, spaghetti and fresh fruit. They enjoy access to drinking water whenever they want. The youngest children relate well to the older ones around them, and vice versa, and wait patiently when queuing to be served their food.

The development of their social skills and good behaviour is a helpful contribution to the smooth running of the whole group. Children are developing satisfactory skills to contribute to their education elsewhere and in the future.

## 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?	3
How well are children safeguarded?	1

### 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?	3
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?	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.