

Skools out @ St Ambroses

Inspection report for early years provision

Unique reference number EY379442
Inspection date 11/12/2008
Inspector Gerald Griffin

Setting address St. Ambroses Catholic Primary School, Leswell Street,
KIDDERMINSTER, Worcestershire, DY10 1RP
Telephone number 07960 516509
Email skoolsout@hotmail.co.uk
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

Skools out @ St Ambrose is part of a group of privately run out of school clubs. It opened in September 2008 and operates from three classrooms and a school hall at St Ambrose Catholic Primary School in Kidderminster, Worcestershire. A maximum of 32 children may attend the club at any one time. There is currently one child from two to under five years old on roll. No children are in receipt of early education funding. The club is open before and after school during term time with plans for school holiday clubs. All children share access to a secure enclosed outdoor play area. Support is available for children with learning difficulties and/or disabilities and for children who speak English as an additional language.

One full-time member of staff and three part-time members of staff work with the children, all of whom have Early Years qualifications to degree level or National Vocational Qualifications Level 3. The setting has good disability access. The setting is on the Early Years Register and the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

Skools out @ St Ambrose provides its children with a good experience. Children thoroughly enjoy all their activities. Staff work hard to provide a safe and stimulating atmosphere in which children make good progress in all areas of their development. Parents are very happy with the quality and standards of care and education provided. The induction arrangements mean children quickly settle in. Parents are informed well about their child's progress and activities on offer. Effective planning ensures the varying needs of children are fully met. All children have access to, and are able to take full advantage of, all that the centre provides. The good leadership regularly reviews standards and has effective improvement plans. The capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- provide children with ready access to the outdoor learning area
- write a policy for administering medicines

The leadership and management of the early years provision

The setting provides a safe and secure environment for learning. Safeguarding and health and safety arrangements are robust. Risk assessments are undertaken and regularly reviewed. Policies ensure that the centre is inclusive and that the needs of all children are met. However, a policy for the administration of medicines has not yet been written. Staff are suitably qualified. While the range of resources for children's work and play are good, children cannot move on their own between the

indoor and outdoor learning area freely. This is because the outdoor area is some way from the centre's rooms meaning that children have to be accompanied there by an adult. This restricts children's ability to be independent.

Staff regularly monitor and evaluate their work. This leads to appropriate improvement plans showing that the setting has good capacity to improve. Healthy snacks are provided and there is ready access to drinking water. The centre has good links with its host primary school. The centre is new and other links are developing. There are good links with parents. There is a notice board of activities and staff are readily available to discuss their child's development or any concerns parents have.

The quality and standards of the early years provision

Children thoroughly enjoy working in the centre's safe and stimulating environment. Adults' specialist knowledge of the EYFS framework ensures children's experiences are appropriate and well planned. The child's key worker is central to this provision. This good planning is helped by close links with local nurseries and schools that the children also attend. This means staff are well informed about each child's development and can plan the next steps in their learning to ensure they make good progress. These links also benefit children because the centre extends and develops the themes and activities that the children have been undertaking in their other settings.

Regular assessments of children's development are recorded and used well to plan children's activities. Assessments are shared with any other setting the child attends. Planning provides an appropriate balance of adult-led and child-chosen activities. While children can choose to work outdoors they may have to wait until an adult is available to escort them to the area which is some way from the indoor classroom. This hampers children's gaining of independence. Children's personal development is promoted well because they are given many opportunities to interact with each other and adults. Children are taught to listen to each other, to take turns and to share toys and apparatus. Children are encouraged to understand their feelings and this means they quickly get over any fears about being parted from their parents. Children are encouraged to take responsibility for getting apparatus out and tidying when they have finished work. Children's creative development is especially good because they are given many opportunities to express their ideas through painting and making things. The centre's good resources promote this.

Good care and planning ensure that children with learning difficulties and/or disabilities and those at the early stage of acquiring English make similar progress to other children. Italian speaking children make good gains in learning English because a member of staff speaks their home language and they can use books written in Italian. Information for parents is available in the home language too. Children behave extremely well and their good behaviour is praised to raise children's self-esteem. Promotion of children's health and welfare are a priority and children are encouraged to develop high standards of hygiene by washing their

hands before eating, for example. There are many opportunities to take physical exercise which promotes a healthy lifestyle for children.

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

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.