

St Anthony of Padua Catholic Primary School

Inspection report for early years provision

Unique reference number	EY347169
Inspection date	06/01/2009
Inspector	Margaret Patricia Mellor
Setting address	St. Anthony of Padua Primary School, Sands Road, Liverpool, L18 8BD
Telephone number	0151 724 3233
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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

St Anthony of Padua Out of School Club was registered in 2007. The provision is one of six privately owned and managed by a limited company. It is based in St. Anthony of Padua Primary School, in the Mossley Hill area of Liverpool, and serves children attending the school. Children use the Kids club room and school hall for their care and activities. There is a secure, fully enclosed area for children's outdoor play.

A maximum of 32 children aged from four to under eight years may attend at any one time. The provision is open Monday to Friday, term time only, from 07.30 until 09.00 and from 15.00 until 18.00. There are seven children aged from four to five years on roll in the Early Years Foundation Stage (EYFS). They also care for 37 children aged from five to 11 years, and this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The provision employs three staff to work with the children, who are all qualified to level 2 in early years or play work, and the play leader is working toward a level 3 qualification. They receive support from Sure Start Services of Liverpool Children's Services.

Overall effectiveness of the early years provision

Children attending the out of school club are happy and confident, their welfare and safety is promoted in a welcoming, generally well resourced and inclusive environment. Staff are very attentive and caring to the children, and plan a suitable range of activities to support their learning and development. Friendly partnership with parents and emerging links with the school helps to meet all the children's individual needs. Staff show some commitment to improving the outcomes for children and are beginning to identify strengths and weaknesses through self-evaluation, to assess the children's progress, recognising that these are both areas for improvement.

What steps need to be taken to improve provision further?

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

- take steps to introduce numerals into the children's play and learning environment
- continue to develop the planning and assessment arrangements to include the children's starting points
- continue to develop links with the school, and improve opportunities for parents to support their children's learning at home
- build upon the range of resources that support children's awareness of technology, and equality and diversity
- improve self-evaluation to take into account the views of children and parents.

The leadership and management of the early years provision

The out of school club is suitably organised to promote children's welfare, learning and development. The manager and staff work well together reflected in children's happiness, confidence and sense of belonging. Although, there are some gaps in the range of toys, staff organise them creatively and set out a variety of activities before children arrive, promoting a welcoming environment for them. Partnership with parents and the effective key-person system helps to meet children's individual needs, but links with school for children in the EYFS is not yet fully developed. Parents themselves, speak very well of the provisions caring environment, and their children's activities and social development.

Children benefit from appropriate adult support because staff are experienced in child care, and attend training events to enhance their skills. Staff demonstrate a suitable understanding of the EYFS framework and how children learn through play with activities loosely planned around their interests and organised to provide a balance of free play and focused activities. They are beginning to use observation and development records to monitor children's progress and recognise that they are not identifying starting points to inform planning and help children be active as much as they can.

Appropriate steps are taken to promote children's health, and safeguard their well-being, for instance, a healthy lifestyle is encouraged and risk assessments and vetting procedures for adults who care for the children are sufficiently robust. Written policies and induction programme ensures that staff they have a sound understanding of safeguarding children and their role and responsibilities for reporting concerns. Staff show some commitment to continuous improvement, successfully meeting the actions of the previous report but are not yet considering the views of children or parents in the self-evaluation process. All the regulatory documentation is sufficiently maintained, contributing to the safe and effective management of the provision.

The quality and standards of the early years provision

Children have fun and enjoy their time at the out of schools club settling quickly to activities with their friends, engaging in creative play and chatting about what they are doing. They are supported by a caring staff team who plan a balance of activities, with emphasis on enjoyment and involving the children's interests. For example, the daily plan shows opportunities for creative activities and group games, which are particular favourites with the children. The key-person liaises with parents and ongoing sharing of information is effective, although opportunities for parents to support children's learning at home is not yet developed.

Children enjoy many opportunities to freely express themselves through painting, drawing, music making, dressing up and role-play. They happily access books, for enjoyment, and resources to practice their writing skills. Displayed pictures with

captions also help younger children learn that print carries meaning but the environment is not rich in numerals. Children's thoughts, ideas and views on planned activities, acceptable behaviours, the purchasing of toys and choice of food for snacks are very much encouraged by staff, fostering their personal, social and emotion development. They develop some positive attitudes toward diversity through none gender specific activities, inclusive practice and celebrating their own and other cultures, but positive images of disability are not fully reflected in the range of resources.

Children are very familiar with their environment and their displayed art work fosters a welcoming environment for all. They confidently self-select play materials that appeal to them from the tables and toy boxes at child height and often encourage their friends. Children are well-behaved, polite and their cooperation and participation is encouraged by staff through good use of group games and resources in particular the parachute. They also become aware of helping others through sponsored charitable fundraising events staff organise with them. Children develop their knowledge and understanding of the world as they grow sunflower seeds, investigate with magnifying glasses and create their own 'Superlambanana' as part of Liverpool capital of culture. There are few resources, however, to support children's awareness of technology.

Children's awareness of a healthy lifestyle is encouraged by staff, for example, nutritious snacks, discussion and enjoyable activities help them to learn about healthy eating. They are developing skills in self-care as they independently help themselves to water and remember to wash their hands. The outdoor area provides lots of opportunities for physical development and indoors, children develop their fine motor skills through puzzles, construction and knitting, for instance. Effective hygiene practices and premises checks consistently followed by staff helps to safeguard children and keep them well. Children, themselves, begin to learn how to keep themselves safe through discussion and activities, such as practicing fire evacuation and visits from the police.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the Early Years Foundation Stage.

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.