

St. Mary's Out of School Club

Inspection report for early years provision

Unique reference number

EY293746

Inspection date

23/01/2009

Inspector

Mary Hughes

Setting address

St. Mary's Catholic Primary School, Woodside Way, Kings
Heath, Northampton, Northamptonshire, NN5 7HX

Telephone number

07891 919853

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

St Mary's Out of School Club opened in 2004 and is run by a private provider. It operates from rooms within St. Mary's Catholic Primary School in Kings Heath, Northampton. The club serves the local area. The club opens five days a week during school term times. Sessions are from 7.30 to 8.45 and from 15.00 to 18.30. The setting also runs a holiday club from 8.00 to 17.30. A maximum of 40 children may attend the setting at any one time, with a maximum of 24 children attending the holiday club. Currently one Early Years Foundation Stage (EYFS) child attends; the setting also provides for children over five years. The majority of children attending are in the older age groups; children attend a variety of sessions. There is level access to all areas.

The setting is led by a suitably qualified manager. There are four other members of staff; two of these have suitable EYFS qualifications. There are a small number of children attending with learning difficulties and/or disabilities. The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting has links with the local EYFS partnership and with the school in which it is based.

Overall effectiveness of the early years provision

The provider's lack of knowledge and understanding of the EYFS means that the provision does not adequately meet children's needs. A number of welfare requirements are not met, and children's learning and development needs are not appropriately supported. Areas requiring improvement have not been supported through systems for self-evaluation. Though the club's organisation is currently weak its capacity to improve is satisfactory. This is because of the commitment of the manager and staff and because almost all recommendations from the last inspection have been met. Staff know the children well, and inclusive practice is satisfactorily promoted.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- obtain written permission from parents before administering medication to children (Safeguarding and promoting children's welfare) 16/02/2009
- introduce written risk assessments that identify aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have 16/02/2009

- been checked (Suitable premises, environment and equipment)
 - ensure that emergency evacuations are carried out regularly and recorded (Suitable premises, environment and equipment) 16/02/2009
 - ensure that each child is assigned a key person (Organisation) 16/02/2009
 - introduce a planning system in order to provide experiences which are appropriate to each child's stage of development and tailored to their individual needs (Organisation) 16/02/2009
 - produce an action plan showing how all those in a supervisory role will hold a full and relevant Level 3 qualification. (Suitable people) 16/02/2009
- To improve the early years provision the registered person should:

- plan and organise systems for self-evaluation in order to develop the provision for, and meet the needs of, children in the EYFS
- ensure that all staff develop their understanding of the EYFS, particularly the learning and development requirements, in order to meet children's needs.

The leadership and management of the early years provision

Systems of self-evaluation have not been developed. As a result, areas requiring improvement have not been identified and there is limited forward planning. Whilst the manager and the staff team are still developing their knowledge of the EYFS, children's safety and well-being is compromised because not all welfare requirements are met. Although a visual check for hazards takes place at the beginning of a session this is very limited. There are no formal written risk assessments clearly identifying aspects of the indoor and outdoor environment that need to be checked on a regular basis. As a result, action is not taken to ensure that all perceived hazards are identified and minimised. There are no records of emergency evacuations and prior written permission is not obtained from parents before the administration of medicines.

Recommendations from the last inspection have mostly been met. A wider range of toys and equipment is in place and at least half the staff now hold a Level 2 qualification. Children are supervised more closely and security is effective. Visitors are required to sign in and out of the building. Suitable adult to child ratios are maintained and sound child protection policies and procedures ensure that children are generally well safeguarded. Appropriate checks have been made on staff but records are not always regularly updated. The manager of the setting is suitably qualified to Level 3. However, the named deputies only hold a Level 2 qualification. Effective relationships exist with staff from the school where the setting is based, but no links exist with other EYFS settings that children also attend and so there is no exchange of information about children's learning and development across the different settings. There are satisfactory links between staff and parents. Parents

have satisfactory access to information about the setting and good daily contact takes place.

The quality and standards of the early years provision

Children enjoy their time at the setting and are happy and settled in the company of their peers and the staff team. Secure relationships are evident between children and staff. Systems for planning, observing and assessing children's learning and development are not in place and so children's needs are not adequately met and their future economic well-being is not assured. Activities and resources are set out on tables and mats before the children arrive. However, there is no systematic planning for the use of these; they are put out on an 'ad hoc' basis, or in response to children's requests. This lack of structure means that children are not supported in making progress across all areas of learning, and towards the early learning goals.

Children make independent choices about what they would like to play with, and there is some staff interaction and involvement. Children enjoy relaxing in the quiet areas as they read books or watch a video. Their creative and artistic skills are developed as they paint a picture frame or make a Chinese lantern. The children are not assigned a key person who can liaise with parents and support their progress. Staff do not always tailor activities to meet the needs of younger children. For example, although ball games are provided on the playground these are not adapted to take account of younger children. Consequently, although younger children are keen to join in, they do not have the skills necessary to be fully included by the older children, and do not develop a sense of achievement or of being part of a group. This results in their positive contribution being inadequate.

The setting does not sufficiently promote the welfare of all children. Adults' knowledge of the welfare requirements and guidance is inadequate. This means that some regulations are not being met. For example, risk assessments are not in place in order to identify potential hazards; therefore children's safety is compromised. Children's awareness of a healthy lifestyle is satisfactorily promoted. They benefit from a good choice from a list of nutritious snacks, and they always wash their hands before eating. Daily opportunities to use the outdoor area encourage the children to engage in physical activity. Children's behaviour is generally satisfactory. However, the exuberant throwing of balls indoors shows a lack of awareness of the safety of others. Both younger and older children interact well with each other, enjoying opportunities to socialise, communicate and spend time engaged in cooperative play such as board games and pool.

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?	4
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?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
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?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
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?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- obtain written permission from parents before administering medication to children (Records to be kept) 16/02/2009
- introduce written risk assessments that identify aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked (Suitability and safety of premises and equipment) 16/02/2009
- ensure that emergency evacuations are carried out regularly and recorded (Records to be kept) 16/02/2009
- produce an action plan showing how all those in a supervisory role will hold a full and relevant Level 3 qualification. (Suitable people) 16/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- obtain written permission from parents before administering medication to children (Records to be kept) 16/02/2009
- introduce written risk assessments that identify aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked (Suitability and safety of premises and equipment) 16/02/2009
- ensure that emergency evacuations are carried out regularly and recorded (Records to be kept) 16/02/2009
- produce an action plan showing how all those in a supervisory role will hold a full and relevant Level 3 qualification. (Suitable people) 16/02/2009

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.