

Star of the Sea O.S.C.

Inspection report for early years provision

Unique reference number	EY276646
Inspection date	19/03/2009
Inspector	Wendy Richardson
Setting address	Arcot Avenue, Whitley Bay, Tyne and Wear, NE25 9DY
Telephone number	07984 745620
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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).

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

Star of the Sea Out of School Club is privately owned and has been registered since 2002. It operates from two rooms in a prefabricated building in the grounds of Star of the Sea Roman Catholic Primary School, Whitley Bay, Tyne and Wear. There are no issues that hinder access to the premises.

A maximum of 48 children aged under eight years may attend the setting at any one time. The club takes children from three years of age and also offers care to children aged eight to 14 years. During term time the group is open five days a week from 07.30 to 08.50 and 15.00 to 18.00. The club offers wrap around care from 9.00 to 15.00. During school holidays the club is open from 08.00 until 17.30.

The provision is registered on the Early Years Register and the compulsory and voluntary part of Childcare Register. There are currently 141 children on roll, of these 32 are in the Early Years Foundation Stage and 27 are under eight years. The setting supports children with learning difficulties and/or disabilities and those with English as an additional language. There are nine members of staff who work with the children. The majority of staff hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting provides very well for children in the Early Years Foundation Stage and promotes learning effectively. The care given to children is outstanding, they enjoy excellent relationships with the staff who create a stimulating environment where children can play, learn, have fun and relax. Staff make good use of the club council and involve children in formulating behaviour rules. As a result their views are listened to, behaviour is exemplary and young children benefit from the care and respect demonstrated by older ones in the group. The setting uses self-evaluation and review procedures very well to ensure their service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

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

- develop further the existing observational assessments to track how children are progressing towards the early learning goals and identify and plan the next steps in learning and development.

The leadership and management of the early years provision

Leadership and management is good. Formal self-evaluation systems clearly identify ways to improve further; the group successfully achieved a local SureStart

award for improving outcomes for children. Well qualified staff are committed to ongoing improvement and undertake many courses to further improve their skills. Both issues from the last inspection have been fully addressed.

The arrangements for safeguarding children are comprehensive and rigorous. Staff have high regard to keeping children safe. Detailed risk assessments cover all aspects of the provision and ensure the effective management of eliminating risks for children. All staff have received child protection training resulting in them having a secure understanding of what to do if they have concerns about a child's welfare. Thorough recruitment and vetting procedures ensure adults working with children are suitable. Systematic induction and appraisals monitor their ongoing suitability. Excellent policies and procedures ensure that welfare needs are met, health and hygiene are promoted well and that children's feelings and opinions are considered. Policies for supporting children with learning difficulties and/or disabilities and those with English as an additional language underpin effective practice. Staff are very good role models and set high expectations for the children in their care. Clear rewards and incentives to behave well encourage and motivate children; well planned activities encourage social and emotional learning and development.

Partnerships with parents and other early years professionals are excellent. Parents' views are sought, highly valued and acted upon. For example, opinions and ideas are gained using a suggestion book, questionnaires and daily discussion to exchange information. Through working purposefully together and by sharing and exchanging information from the beginning, consistency and continuity of care is promoted for children. Inclusion of children with a range of individual needs is effectively managed. The setting has established effective links with other settings offering the Early Years Foundation Stage and is continuing to build on this.

The quality and standards of the early years provision

Adults support learning very well through excellent relationships with children, effective questioning and a superb range of planned, purposeful and stimulating activities. Children are treated with warmth, affection and respect. Daily 'Team Time' explores their feelings and 'Sticker Time' ensures that achievements are rewarded, thus enhancing self-esteem. There is a very good balance between activities that adults lead and those that children choose independently. Children are happy and interact well with older children in the secure setting. They say they enjoy coming and parents are extremely positive about the care their children receive. The 'Kids Club Council' is used well, as are individual records which explore how children feel. This means that they know their opinions are valued and acted upon.

Behaviour is excellent, aided by the children's involvement in drawing up rules. Snack time is a pleasant social occasion and children have spontaneous fun, laughing at the results as they arrange healthy fruit and vegetables on their plates to make smiling faces. Water is freely available and good hygiene routines are understood and followed. Children have daily opportunities for fresh air and exercise in the secure playground area, which promotes children's physical skills.

For example, riding bikes, scooters or practising throwing, catching and kicking balls. They have an excellent sense of safety and behave in ways that are safe for themselves and others. Their understanding is further developed through regular activities such as 'Stranger danger', fire and road safety.

Staff make very good use of observations to assess children's response to activities and there is a wealth of information as a result. However, this information is not yet being used to track children's progress towards the early learning goals or to plan their next steps in learning. Sessions are very well planned and organised to ensure children have many opportunities to experience the full range of activities offered. They enjoy making 'Mother's Day' cards, exploring tactile materials, reading books and playing with puzzles and games. The 'Buddy System' helps younger children feel more secure and fully included in all the planned activities. Those children with English as an additional language are well supported and parents appreciate the extra attention given by staff to encourage their communication and language skills.

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?	1
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
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?	1
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.