

Active Hearts Out of School Club

Inspection report for early years provision

Unique reference number	EY385303
Inspection date	03/06/2009
Inspector	Cynthia Walker

Setting address	Sacred Heart RC Primary School, Red Lane, COLNE, Lancashire, BB8 7JR
Telephone number	01282 864 362
Email	head@sacred_hearts56.lancs.ngfl.ac.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 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

Active Hearts Out of School Club was registered in 2008. The setting is situated within Sacred Heart School and provides before and after school care for children who attend the school. Children have access to a large out of school room and a quiet room within the school. All children share access to enclosed outdoor play areas. The before school club opens from 08.00 to 08.45 and the after school club operates from 15.15 to 17.45 daily, during term time.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the provisions at any one time, of whom 20 may be in the early years age group. There are currently 56 children on roll, of whom four are within the Early Years Register and children attend for a variety of sessions. The setting employs five members of staff; over half hold an appropriate childcare qualification. The setting supports children who have English as an additional language.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time in the club and appropriate learning opportunities are provided which are complementary to the education and care provided in the children's other setting. Effective links with parents and carers ensure that the needs of all the children are met by valuing each child as a unique individual. The staff are sufficiently evaluating the provision for children's welfare, learning and development and have identified some targets for the future.

What steps need to be taken to improve provision further?

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

- continue to develop skills in observing children's progress and development which includes information to complement children's learning from other providers in order to plan in more detail to meet the children's individual needs
- introduce a system for reviewing the risk assessment procedures to ensure identified aspects of the environment are checked on a regular basis
- review the system for recording accidents to ensure efficient records are available on the premises

To fully meet the specific requirements of the EYFS, the registered person must:

- inform Ofsted of any changes to the premises on which the childcare is provided (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

17/06/2009

The leadership and management of the early years provision

The staff work as a supportive and effective team and are maintaining most of the documentation which is required for the safe management of the setting and ensures the needs of the children are sufficiently met. However, the setting has not informed Ofsted of recent changes to the premises where childcare is provided, although there is no impact on the children. There is an appropriate recruitment and vetting procedure which maintains the suitability of staff and promotes their safety. The club has a positive attitude to training and all staff have attended a wide range of training courses. Risk assessments are in place which identify hazards to the children within the setting; however, a system is not in place to ensure that the identified hazards are reviewed on a regular basis to manage and eliminate risks to children.

The staff team has a sufficient awareness of their strengths and weaknesses and has addressed aspects raised at a previous visit linked to the outdoor area. A comments book gives parents and carers the opportunity to give their views about the club, for example, staff are always approachable and the club is well organised and provides interesting activities. Staff have a good understanding of child protection to enable them to effectively safeguard the children in their care.

Parents and carers are actively welcomed into the setting and effective relationships have been established which ensure information about their children is shared verbally on a daily basis. Information about the setting is shared through newsletters every month and policies and procedures are shared with parents and are accessible within the club.

The quality and standards of the early years provision

The staff's knowledge of the learning and development requirements supports and encourages children to learn appropriately. Some observations have been completed which are linked to the areas of learning and include the children's future learning. The key workers demonstrate a suitable understanding of the individual children and obtain information about their progress from teaching staff to ensure what they deliver is complementary to the care and education they receive within school, for example, introducing small world play to support the children's social skills. Basic weekly plans highlight the planned activities for the day and resources for free play to be introduced. Although some planned activities reflect children's future learning, this information does not reflect an analysis of any observational records or information obtained from other providers. Planning is flexible and staff respond to children's interests as they introduce tea sets to the role play area and there is a balance of adult-led and child-led activities. The effective organisation of the resources within the playroom stimulates children to spontaneously organise their play independently and become active learners.

Staff have established strong and sound relationships with the children and are intuitive of their individual needs and characters as they work with the children

during the school day. They listen and positively interact with the children during the routines and activities of the club, effectively supporting their care and learning. Children are confident within the routines of the setting and initiate interactions with all adults and children present. They use language to negotiate during play and explain that the book and the pencil they are using are magic. Children use good imagination as they pretend to be the teacher and her assistant in school with a pupil as they sit and take the register. They play at being mummies taking their children to nursery or make drinks and carefully mix toy food in the home corner as they feed children pretending to be babies. Children concentrate well as they participate in a table game, working cooperatively and showing great delight as they complete the game. Access to the interesting garden area enables children to hunt for mini beasts, examine flowers or play hide and seek.

Staff appropriately promote the children's health and well-being. They are encouraging children to make healthy choices about what they eat as they follow the 'smiling for life' snacking policy which includes a nutritious mix of carbohydrates and fruit. Teatime is an effective social occasion where children sit and relish their food. Although there are detailed letters to inform parents of accidents to children, there are no effective procedures for maintaining this information within the setting. Clear explanations from staff enable children to develop an understanding of safety whilst playing in the outdoor area. Resources reflect the languages of children within the setting resulting in children taking their favourite story of Snow White in Polish home to read with parents. Daily access to the well resourced outdoor area encourages children to understand the benefits of physical activity as they negotiate the climbing frame, crawl through the tunnel and slide down the pole. Children behave reasonably well in response to the firm and consistent response from staff.

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

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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:

- take action as specified in the early years section of the report (CR11) 17/06/2009

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:

- take action as specified in the early years section of the report (CR11) 17/06/2009