

# St Richard's Out of School Club

Inspection report for early years provision

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**Unique reference number** EY386890  
**Inspection date** 13/07/2009  
**Inspector** Denise Sixsmith

**Setting address** St. Richards Catholic Primary School, Sandy Lane,  
SKELMERSDALE, Lancashire, WN8 8LQ  
**Telephone number** 01695 722 346  
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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 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

Saint Richard's Out of School Club is provided by a private company, Saint Richard's Out of School plc. It opened in 2008 and operates from the out of school room in St. Richard's School. The school is situated in a residential area on the outskirts of Skelmersdale. The out of school room is accessible by wheelchair. All children share access to secure enclosed outdoor play areas. Children attending come from St Richard's school and nursery and the surrounding area.

The out of school club is registered to provide care for a maximum of 24 children at any one time under the age of eight years. The facility is open each weekday from 07.55 to 17.15 term time only. There are currently 32 children on roll in the early years age range. The out of school club supports children with special educational needs and children who speak English as an additional language.

The out of school club employs five staff; all of the staff, including the manager, hold appropriate early years qualifications. The club is registered by Ofsted on both parts of the Childcare Register and receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff ensure that the environment is very inviting and provides good challenges for children to learn and develop through play during the Early Years Foundation Stage. Self assessment systems are in place and the providers and staff are committed to improving the service provided through the ongoing refurbishment of the premises. Clear policies and procedures are in place but do not always fully support the service provided. Staff ensure that all children are valued as individuals and their individual needs are met well.

## What steps need to be taken to improve provision further?

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

- review the procedure for nappy changing to reduce the risk of cross-contamination
- refine the documentation to ensure that it clearly relates to all children attending and that confidentiality is maintained.

## The leadership and management of the early years provision

Staff work well as a team and are committed to undertaking ongoing training to ensure that they keep up-to-date with new developments and ideas to improve the service provided. Safeguarding and child protection systems are in place and known by staff to protect children. Sound systems are in place to monitor the quality of the provision, for example, the completion of Ofsted's self-evaluation

document and the collation of views from parental questionnaires. Staff clearances are taken up as required to ensure appropriate protection of the children. A clear set of policies, procedures and records are in place but have not been fully updated or adapted to reflect the recent intake of children. The provider has on occasion cared for more children than their conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

Good safety precautions are in place. The premises are clean and well maintained with tables being cleaned prior to snack times, however, staff do not take adequate precautions when changing children's nappies to reduce the risk of infection or cross-contamination. A number of staff have undertaken appropriate first aid training to ensure they can deal with minor accidents on the premises. Risk assessments and daily checks ensure that the premises are safe.

Partnership with parents is good. Parents spoken to are all very supportive of the group and find the staff very helpful and approachable. Parents told the inspector how much their children like attending the group and how much they have gained in confidence since they started. The staff's partnership with parents helps to reassure the children and enable them to quickly develop trusting relationships with each other and staff. Close links are in place with the school to assist in providing a smooth transition.

## **The quality and standards of the early years provision**

Children settle well in a safe and secure environment which enables them to feel comfortable and ready to learn. The allocation of key workers ensures that each child has their own special adult to oversee their care and development. This helps to ensure that staff have a clear and detailed overview of each child's progress, which is shared with parents. Staff know the children well and observe their educational progress effectively including the development of their interests. This helps them to plan good activities which the children enjoy and can relate to, for example, water play, mark making in a variety of ways on different surfaces and the making of a pirate ship during pirate week. Children develop their problem solving and language skills very well through everyday routines and planned adult-led activities. Children enjoy self-initiated role play, for example, rearranging the chairs to make a bus while one child who is a passenger sings 'the wheels on the bus' song. The children are active learners and are developing skills that will contribute to their future economic well-being.

A good range of resources, including pictures, small world figures and books, which reflect positive images of diversity help children learn to respect others. Children develop self help skills well, for example, knowing they must wash their hands after the toilet and before snack and lunch. They readily put on aprons to paint or produce handprints. Adults and children work well together and behaviour is good, with children learning to share and take turns well. A variety of healthy meals are available to ensure that children are well nourished through the choice of a hot or cold school lunch or the option of eating their own packed lunch. Cooled drinking water is readily available to all children from the dispenser and

fruit is always available in the fruit bowl throughout the day. Children learn to keep themselves safe through gentle reminders from staff about holding hands and staying on the path as they walk from the environment garden to the club's rooms. Children receive plenty of fresh air as they freely access the outdoor area. They benefit greatly from the covered play area which enables them to play outside in inclement weather. Children enjoy a variety of outdoor play, for example, riding wheeled toys on the paved area or creating a balancing course with crates and planks in the environment garden.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	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

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## **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