

# St Anne's and St Joseph's Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY374495
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<b>Inspector</b>	Marian Thomas

<b>Setting address</b>	St. Annes & St. Josephs RC Primary School, Sandy Lane, ACCRINGTON, Lancashire, BB5 2AN
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<b>Type of setting</b>	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**

St Anne's and St Joseph's Out of School Club opened in 2008 and is registered as a limited company. It operates from three linking rooms and the school hall when needed within St. Anne's and St. Josephs RC Primary School in Accrington, Lancashire. A maximum of 40 children aged under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. There are currently 57 children on roll, of these, 40 are under eight years and, of these, six are within the early years age group. The setting is open each weekday from 07.50 to 08.55 and from 15.25 to 17.30 during term times only. Children access the enclosed junior playground for outdoor play. The setting serves the children who attend the school. The setting supports children with learning difficulties and/or disabilities. The premises have a good level of accessibility. The club employs five staff, all of whom hold an appropriate qualification. A pool of casual staff is also used who are appropriately qualified. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary Childcare Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. St Annes and St Josephs Out of School Club is a good provision, which recognises the unique needs of each child who attends. Because of this, including every child is a priority and this is reflected in the way in which children's learning and development needs are met. Parents say that the setting is a safe and happy place to which their children enjoy coming. The setting works very closely with the school, in whose building it resides, ensuring information about children's welfare and learning are shared. Policies and procedures reflect the Early Years Foundation Stage requirements and are effectively shared with the host school.

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

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

- develop further the records of observation and assessments and use these to plan the next steps in a child's developmental progress.

## **The leadership and management of the early years provision**

The manager and assistant manager are very aware of the strengths and areas for development of this setting and work hard to recruit and retain high quality staff. Because of this, children's learning, development and behaviour are good. Records, policies and procedures required for safe and efficient management of the Early Years Foundation Stage are in place and regularly reviewed. This ensures that the needs of all children are met within the setting. All adults looking after children undergo rigorous checks and hold suitable qualifications. Resources,

including staff, are well deployed and all adults in the setting work together as a team to provide high quality care and education.

The quality and effectiveness of risk assessments and actions taken to manage or eliminate risks are good and record keeping is up-to-date and securely stored. Provision and outcomes for the children's learning and development are well monitored by the setting manager through regular quality checks and self-assessment. This has led to clear identification of targets for further improvement. Recent training undertaken by the management team has helped promote a good level of self-evaluation. This shows that the setting has a good capacity to continue to improve under current leadership and management. The setting welcomes children with learning difficulties and/or disabilities and has an inclusive ethos. The setting has strong links with parents and carers, who recognise the happy atmosphere, describing it as a 'home from home'. They feel that the setting offers a safe, secure and well organised environment. Parents comment that communication links between the setting, parents and the school are particularly strong, and this was one of the reasons they had chosen to send their child to the provision.

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

Children love coming to this setting because staff work very hard to ensure children really enjoy themselves. This is reflected in children's attitudes and comments. For example, children say 'I really love it here and I'm always a bit sad if I get collected early!'. Staff have a calm and friendly attitude and always join children in their play. This ensures positive relationships with the children. Children show very positive attitudes to learning and all ages are very keen to join in the activities provided. Making their own choices helps them to develop good independence skills. Children's curiosity and questioning skills are well developed through access to quality learning challenges. These are well linked to the host schools curriculum and ensure continuity of learning between the two provisions. However, observations of children's learning need to be recorded in a more effective format in order to inform future planning more effectively.

Children behave very well in the calm and friendly atmosphere. A positive behaviour policy is in place, which all children recognise as it follows the same policy as the host school. Because of this, children are polite, take turns and are considerate towards each other. These high personal standards are reinforced by the manner in which adults respond to each other and to the children. They also learn to share resources with each other. For example, two children of different ages work together on a craft activity with the older child helping the younger child to position the paper.

Active learning is well promoted within the setting through the diverse range of activities. This helps the children in the setting to develop good learning skills which directly contribute to their future economic wellbeing. The importance of healthy eating is well established and children are served food which they enjoy and are actively encouraged to try new tastes and experiences. They are aware of the importance of washing their hands before eating to reduce the spread of

infection. Children say they enjoy active play outside even in the most inclement weather because it helps to develop their physical fitness. Children's welfare, learning and development underpin everything that staff do in this provision. This is reflected in the confident, happy attitudes to learning and behaviour that all children display.

## 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>	2
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>	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?	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>	2
How well are children helped to stay safe?	2
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?	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