

St.Andrew's Out Of School Clubs

Inspection report for early years provision

Unique reference number EY360866
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Inspector Tara Street

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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

St. Andrew's Out Of School Clubs is privately owned and managed. It was previously registered in 2005 and re-registered as a limited company in 2007. The setting provides out of school care as well as a pre-school. It operates from the main hall and foundation unit room within St. Andrew's Church of England Primary School in Oswaldtwistle, Lancashire. There are no issues which may hinder access to the premises. A maximum of 24 children aged under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 12 years. The out of school setting is open from 07.45 until 09.00 and from 15.15 until 18.00 during term time and from 08.00 until 18.00 in the school holidays. The pre-school is open from 09.00 until 15.15 during term time only.

There are currently 86 children on roll. Of these 53 are under eight years and of these 37 are within the Early Years Foundation Stage (EYFS). Of these, 36 are in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Although the pre-school and out of school club are owned by the same company they are run independently of each other, with their own manager and staff teams. There are twelve staff employed for both groups and all staff hold appropriate early years and/or playwork qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The pre-school and out of school club provide a positive experience for children due to the quality of interaction with staff and the variety of resources and activities available daily. Staff ensure that all activities are accessible, with early independence encouraged. Staff work closely with the parents and provide them with good information about the setting and their child's care and learning. As the setting is small it enables staff to get to know the children well, ensuring their individual needs are met and an inclusive environment is provided. All involved in the setting continually strive to improve, resolve any weaknesses and implement new ideas.

What steps need to be taken to improve provision further?

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

- ensure parental signatures are consistently gained on accident records, in the pre-school, to show that parents have been informed of any injuries sustained and treatment given
- continue to develop the planning system, in the pre-school, to ensure the

differing needs of individual children are clearly highlighted enabling staff to tailor their approach to each child

- develop further the variety and choice of healthy morning snacks to ensure children's daily nutritional needs are met
- develop further the assessment system, for children in the out of school club, to show more clearly children's progress towards the early learning goals and their next steps in learning; use this information to inform planning.

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

- maintain a record of identified aspects of the environment that need to be checked on a regular basis, including when and by whom they have been checked. (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

09/06/2009

The leadership and management of the early years provision

Effective safeguarding procedures are in place to ensure children's safety within the setting. This includes robust recruitment and selection procedures which ensure all persons working with the children are appropriately vetted. Children are well cared for by suitably qualified staff who have a good understanding of their roles and responsibilities. Staff are committed to the improvement of the service and developing their knowledge of childcare and education. Good systems are in place to support staff's professional development; this includes annual appraisals and good opportunities to attend regular courses and workshops. Children are safeguarded, as staff have a good understanding of the child protection procedures and know what to do in the event of any concerns. Most records required for safe and efficient management of the provision are well maintained. However, parental signatures are not consistently gained on accident records to show parents have been informed of any injuries sustained and the treatment given to children. Regular risk assessments and daily visual checks are carried out on both the indoor and outdoor areas, to help minimise risks to children. However, no record is maintained of these regular checks or when and by whom they have been made which is a requirement of the Early Years Foundation Stage.

The managers of both the pre-school and out of school provision have good systems in place for monitoring and evaluating the practice. This includes actively seeking the views of staff, parents and children. Future plans are well targeted to bring about further improvement to the provision. Staff work closely with parents to ensure all children's individual needs are met, including those children with learning difficulties and/or disabilities. The good communication between staff and parents helps to promote children's care and learning. There are clear links with other early years practitioners and as a result continuity of care and learning for individual children is good.

The quality and standards of the early years provision

Children are happy and settled within the welcoming environment. Both the indoor and outdoor areas of the setting provide children with a wide range of opportunities which help them to make good progress across all areas of learning and development. Within the pre-school staff work well together to plan activities around children's interests. This is done by carrying out a range of observations and recording achievements. However, planning does not always clearly identify the differing needs of individual children. Within the out of school club staff have a good understanding of the Early Years Foundation Stage and children's progress towards the early learning goals is well supported. However, assessment records do not clearly show children's progress over time and information gained about their next steps is not used effectively to inform planning. A balance of adult-led and child-initiated activities are incorporated into the plans resulting in children being active and creative learners.

Children's personal, social and emotional development is encouraged well. They play cooperatively together and learn to share and take turns with the equipment. The well-organised environment enables children to become independent learners which develops their confidence effectively. Staff interact well with the children and give comfort and reassurance as and when needed. They promote children's developing language skills as they listen to them, engage them in conversation and support them with their critical thinking and problem solving skills. Numbers are used throughout the day; staff encourage children to count in everyday situations and during their play. Children develop their skills in using technology throughout the setting; they have good opportunities to handle interactive toys and learn to use the computer. Children's knowledge and understanding of the world around them is effectively promoted as they explore resources, and through their involvement in a range of activities which look at different celebrations and cultures from around the world. Children's sensory experiences are promoted well as they explore and investigate a variety of media and materials such as sand and water play and collage materials. Children enjoy daily access to the setting's outside play areas, as well as the school hall, and develop skills as they explore large physical play equipment. On a daily basis children practise manipulative skills with a range of role-play resources, construction materials and tools.

During activities children learn about keeping themselves and others safe, such as learning to use play equipment safely. Children are developing a good understanding of healthy foods through planned topics on healthy eating and ongoing discussions with the staff. They sit in small groups of children and adults at snack time, making it a pleasant and social occasion. During afternoon snack time children are provided with a good range of foods such as, fresh fruit, toast, pancakes and yogurts. However, the morning snack of toast and milk does not offer children a choice, potentially impacting on children's nutritional well-being.

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?	2
How well are children safeguarded?	2

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?	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:

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 (CR5) 09/06/2009

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 (CR5) 09/06/2009