

St Patricks Out of School Club

Inspection report for early years provision

Unique reference number EY283573
Inspection date 05/05/2009
Inspector Mary Hughes

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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).

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. Patricks Out of School Club is managed by a voluntary committee. It opened in 2004 and operates from a mobile classroom unit within the grounds of St. Patrick's Catholic Primary School, Stafford. The club has the use of one classroom, toilet facilities and a large playground. There is ramped access to the classroom. The club has links with, and serves the school in which it is based.

The club operates in term time only, sessions are from 07:30 to 08:45, and 15:15 to 18:30. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 62 children from three to 11 years on roll. Of these, four are within the Early Years Foundation Stage. Three staff and one volunteer work with the children. Two have appropriate qualifications in early years education.

Overall effectiveness of the early years provision

St. Patricks Out of School Club is a satisfactory setting for children in the Early Years Foundation Stage. Staff know children well and create a welcoming and caring environment where every child is valued as an individual. Children enjoy their time in the club because adults interact with them and make sure they all participate. All children make satisfactory progress. However, systems for assessment and planning are not fully developed. The manager and committee are motivated and keen to improve provision, and points raised at the last inspection have been satisfactorily addressed. This shows that there is satisfactory capacity to further improve.

What steps need to be taken to improve provision further?

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

- develop planning further to ensure that there is a balance of adult-led and freely-chosen activities delivered through indoor and outdoor play
- develop the assessment system so that it covers all six areas of learning and identifies next steps in learning

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

- implement risk assessments that identify aspects of the environment that need to be checked on a regular basis; maintain a record of these, and when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

12/05/2009

The leadership and management of the early years provision

The manager and staff work together with the committee to ensure the setting is well organised and operates smoothly on a day-to-day basis. Staff have a developing knowledge of the Early Years Foundation Stage but are not fully conversant with all the learning and development and welfare requirements.

All staff have been suitably vetted and there are satisfactory procedures in place to ensure that all adults that work with children are suitable to do so. Staff have a secure understanding of their responsibilities with regard to safeguarding children. Practitioner development is encouraged; there are regular appraisals and staff attend relevant training. Informal staff meetings take place and formal committee meetings are held regularly. Staff discuss priorities but there are no self-evaluation procedures in place to effectively monitor and evaluate provision.

Almost all records, policies and procedures that are required for the efficient and safe management of the provision are in place. Termly detailed risk assessments are undertaken and a daily quick visual check of the premises takes place. However, the required daily regular risk assessments of potential hazards are not undertaken, to ensure the continued safety of the children. Good partnerships exist with parents. Parental support is strong. They are pleased with the service provided and the information they are given. Staff form friendly relationships with parents and there is good daily contact. This helps ensure that children's needs are met. There are informal links with early years practitioners within the school.

The quality and standards of the early years provision

Staff are beginning to develop an understanding of the Early Years Foundation Stage and therefore children's progress towards the early learning goals is generally supported. Planning takes account of children's interests and topics include seasonal and festive activities. For example, children enjoyed planning a sensory garden as part of their topic on Spring. However, planning is not fully developed. There is no planned programme of adult-led and child-choice activities across the six areas of learning. Observations of the children are made and noted in their individual assessment books. However, not all areas of learning are observed and next steps for the child's learning are not identified.

There is a good focus on personal development. The focus is on children choosing what they want to do and having fun. Staff then offer good support, playing alongside, questioning and facilitating learning. A good variety of resources are on offer, both indoors and outside. Good organisation of these enables children to move around freely and make choices. However, because of weaknesses in planning, learning opportunities are sometimes missed.

Children have positive and secure relationships with staff which gives them confidence to explore what is available to them. Children are happy, and enjoy coming to the club. Behaviour is well managed; children particularly enjoy earning a 'privilege card' through the reward system. Children learn to cooperate and

socialise well together. For example, children work well together when constructing a train track, or when playing 'mummies and daddies' in the home corner. Children confidently express their ideas through craft activities, such as designing a castle with found materials, or designing a doll's bed. Many ideas spontaneously arise from the older children, who mix well with the younger children.

Children develop a satisfactory awareness of a healthy lifestyle. Healthy snacks and daily physical exercise are provided. For example, children participate in games of football and swingball and use wheeled vehicles. However, not all children wash their hands before eating, and some walk around the room with food. Children have suitable opportunities to access information and communication technology to support their learning and help with their future economic well-being. Children are developing an appropriate sense of safety. They have ongoing discussions with staff about how to keep themselves and others safe.

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?	2
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?	2
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?	2
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 (Suitability and Safety of Premises and Equipment) 12/05/2009

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 (Suitability and Safety of Premises and Equipment) 12/05/2009