

St. Mary's Out of School Club

Inspection report for early years provision

Unique reference number

EY293746

Inspection date

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Inspector

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Setting address

St. Mary's Catholic Primary School, Woodside Way, Kings
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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 Mary's Out of School Club opened in 2004 and is run by a private provider. It operates from rooms within St. Mary's Catholic Primary School in Kings Heath, Northampton. The club serves the local area. The club opens five days a week during school term times. Sessions are from 7.30am until 8.45am and from 3am until 6.30pm. The setting also runs a holiday club from 8am until 5.30pm. A maximum of 40 children may attend the setting at any one time, with a maximum of 24 children attending the holiday club. There are currently four children in the early years age range on roll. The setting also provides for children over five years. The majority of children attending are in the older age groups. Children attend a variety of sessions. There is level access to all areas.

The setting is led by a suitably qualified manager. There are four other members of staff, three of these have suitable early years qualifications. The club supports children who have learning difficulties and/or disabilities. The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting receives support from the local authority and works in partnership with the school in which it is based.

Overall effectiveness of the early years provision

The quality of the provision is satisfactory. Children enjoy their time in the club where they feel fully included and valued as individuals. Overall their welfare and safety is promoted well and play and learning experiences complement that which they receive at school. Effective partnerships with parents and others delivering the Early Years Foundation Stage (EYFS) to children who attend, ensures a continuous approach to their care and learning. Staff have started to use self-evaluation to identify strengths and priorities for development to further improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to identify strengths and priorities for improvement to improve outcomes for children
- match observations of children to the expectations of the early learning goals to support effective monitoring of their progress towards the early learning goals
- take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum by developing contingency arrangements for fire safety in the absence of the caretaker.

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

- ensure all supervisors hold a full and relevant level 3
- 30/07/2010

qualification (as defined by the Children's Workforce Development Council) (Suitable people)

The leadership and management of the early years provision

Overall children's safety is promoted satisfactorily. Staff understand their role and responsibility in protecting children from harm or neglect and documentation is in place to support them to carry out safeguarding procedures correctly. A thorough risk assessment of the indoor and outdoor spaces has been carried out to identify potential hazards and action taken to minimise them. Staff carry out visual safety checks daily to maintain a safe environment. Suitable arrangements are in place to ensure the premises are secure and that staff are able to monitor who is present at any given time and staff are deployed effectively to ensure children are properly supervised at all times. Although fire drills are carried out regularly and recorded, there are no contingency arrangements in place to cover fire drills or alert the club of fire in the caretakers unexpected absence. Space is well-organised and allows children to participate comfortably in a wide range of activities. They freely access the outdoor area to enjoy team games and energetic play.

Staff have started to evaluate the provision to identify strengths and priorities for development. They have met actions from the previous inspection satisfactorily, including developing an action plan to show how they will ensure supervisory staff will obtain a level 3 qualification. Staff continue to attend training to enhance their professional skills and knowledge to improve outcomes for children, however, the deputy does not yet hold a level 3 qualification. Records, policies and procedures required for the safe and efficient management of the provision are well maintained and inclusive for all who attend. They include procedures that inform parents how to make a complaint and a written safeguarding children procedure that includes allegations made against staff.

Partnerships with parents and others delivering the EYFS to children who attend the club are effective in ensuring their individual needs are met and all children are fully included. Information about children is obtained from parents when they start at the club and staff record significant information about children in their communication book that is passed between home, school and the club to keep all parties informed and promote consistency between each setting. Additionally, some staff work with children during their time in school which helps them to support children in the out of school club and they seek advice from the local authority Special Educational Needs Co-ordinator if they have concerns about children.

The quality and standards of the early years provision

Staff continue to develop their understanding of the EYFS and provide suitable activities that complements the learning and development opportunities children receive during their time at school. Observations of children are not yet fully developed to monitor their progress towards the early learning goals or to support

more effective planning, although staff do plan around each area of learning and take account of children's interests. Children do, however, enjoy their time in the club where they feel secure in the relaxed environment of the out of school club. They enthusiastically participate in activities set out for them and confidently ask for additional resources to develop their play. Children have fun building a den using large pieces of fabric, use their imagination to act out real life during role play and help themselves to board games. Children thoroughly enjoy visiting the community allotment where they plant, care for and harvest fruit and vegetables and hunt for bugs. They reinforce what they learn at school for example, they measure the sunflowers they planted and find things beginning with the letter 'S' in their garden.

Children have regular access to a suitable range of resources that helps them understand our similarities and differences and actively participate in activities where they learn about people and festivals around the world. For example, children taste sweets from India and make diva candles for Diwali and taste Chinese food during Chinese New Year. They join in with the school to raise funds for Kenya and some children take part in the local carnival and share their experience with the group by sharing their photographs. Consequently they gain a good understanding of diversity. Children respond well to the effective strategies used to manage their behaviour. Children share friendly relationships with staff who frequently praise, encourage and support children during their play. Staff continue strategies used in school to manage the behaviour of children who present challenges and keep parents informed of any issues.

Children start to understand the benefits of staying healthy. They develop good hygiene practises as part of daily routines and enjoy nutritious snacks that contribute to their healthy growth and development. They help themselves to fresh fruit and drinks provided and staff ensure children eat sufficient quantities for their needs from the packed lunch provided by their parents. Records that support staff to promote children's good health are well maintained with parents signature where required and sufficient staff hold a current first aid qualification that ensures children receive appropriate care in the event of minor accidents or illness.

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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met