

# Holy Saviour Breakfast and After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY389422
<b>Inspection date</b>	16/11/2009
<b>Inspector</b>	Margaret Baines

<b>Setting address</b>	Holy Saviour RC Primary School, Holland Place, NELSON, Lancashire, BB9 8HD
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<b>Type of setting</b>	Childcare on non-domestic premises

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## **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.

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## **Description of the setting**

Holy Saviour Out of School Club is managed by a voluntary management committee and registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. The club operates from the Holy Saviour Roman Catholic Primary School in Nelson. The children have access to designated areas within the school which include the infant open area, computer suite, library and the hall. There is access to the school grounds for outdoor play. The club is currently open from Monday to Friday, 8am to 9am and 3.30pm to 5.30pm, term time only. The club provide before and after school care for 24 children aged four years to eight years and children up to the age of 11 years may attend the club. There are currently forty two children on roll. Children attend for a variety of sessions. There are five members of staff who work with the children; the majority of staff hold an appropriate early years qualification. Support is received from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the club. They are relaxed and happy as they play and learn. The setting is fully inclusive, all children are welcomed. Activities are varied and exciting. Children in the Early Years Foundation Stage (EYFS) are encouraged to make decisions about the activities they wish to participate in. The environment is welcoming to all children, including those in the early years age range, and resources are available to meet the needs of children of all ages. Small children are helped to feel safe and settled, as each child has a key person who assists them at all times. Consequently they are supported very well by caring staff. The setting maintains continuous improvement through staff meetings and the self-evaluation process.

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

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

- continue to develop the use of self-evaluation by including the views of parents and children in the process.

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

The manager and assistants are aware of their responsibility to safeguard the children in their care. There is a suitable safeguarding policy and procedure that ensures children's safety is given high priority in the setting. Staff understand their role and responsibility with regard to ensuring children are safeguarded when attending the out of school club. Policies and procedures are available for the smooth running of the setting. These are readily available for staff and parents to

read. Recruitment procedures are most effective to ensure children are cared for by suitable persons. Staff's ongoing suitability is addressed through induction procedures and appraisal. Detailed risk assessments and health and safety practices ensure children are safe both indoors and outdoors. Staff ensure that children are collected by persons known to have parental responsibility. The committee supports staff's personal development to ensure children are cared for by staff who are qualified or experienced practitioners. For example, two members of staff are currently completing the play work qualification. Staff demonstrate they are clear about their roles and responsibilities and work effectively as a team and are committed to improving their knowledge and everyday practice by attending training sessions. They have attended training for first aid and safeguarding. Systems are in place to encourage feedback from parents who feel positive about the care provided. However, at present they are not involved in the self-evaluation process.

Staff monitor the activities provided, the planning, the environment and what they offer the children, parents and carers to ensure inclusive practice is maintained. The out of school club have established positive relationships with parents and carers, ensuring each child's needs are met effectively. Children are supported by staff who are kind and very interested in them. The learning environment is accessible, inclusive and most welcoming. Staff promote equality of opportunity and work with parents and other agencies to support children's diverse needs should this be required. For example, children with learning difficulties are supported to ensure they develop and enjoy their learning. Children's work is displayed and resources are accessible to aid independence, choice and decision making. Positive images, resources and activities support children's understanding of difference and diversity in our wider world. Consequently, through effective partnerships and suitable planning and resources, children enjoy their time very much in this setting.

## **The quality and standards of the early years provision and outcomes for children**

Children are excited and very motivated as they enjoy their time in this setting. They benefit from the care, activities and very good range of resources provided by staff who are developing their knowledge and understanding of the Early Years Foundation Stage and how children learn. There is a key person system in place, which results in children forming strong attachments with persons who know them well and are aware of their individual needs to support them to achieve good outcomes. Staff help children develop skills for life as they provide a balance of child-initiated and adult-led activities that promote a most positive attitude to learning. Children play in the very well resourced area which includes a computer suite, a role play area and an area for quiet time where children can enjoy free time with friends. They also have access to a spacious hall and an exciting outdoor area. Consequently children enjoy a very good range of resources to promote their learning and development.

Children make good progress towards the early learning goals because they experience activities across each area of learning. For example, children enjoy the

home corner, board games, outdoor play and model making. Staff confidently observe and assess children's achievements and identify the next steps in children's learning. Staff monitor the environment and routines to ensure all children are included and their individual needs are met. Children develop a sense of achievement as staff use praise and encouragement frequently. Staff manage behaviour well and children have established their own rules. Staff remind them about appropriate ways to behave if required. Children are aware they must share resources and help tidy up at certain times of the day. They enjoy problem solving and word recognition as they play games and organise themselves. Children have fun and enjoyment. They enjoy a variety of activities that include mark making, creative play and physical play in the outdoor area. Children competently use tools and equipment as they draw, paint and make models. Children enjoy construction materials, for example they build towers and use their imagination well. Staff skilfully extend children's learning by challenging them and using open-ended questioning. This encourages children to think for themselves and promotes language and communication skills.

Staff support children effectively. They praise them, boosting self-esteem and confidence. As a result children develop a strong sense of themselves. They are confident in the company of adults and are self-assured. Children are developing their understanding of the importance of healthy living, hygiene practices and healthy lifestyles. Staff encourage independence and self-help skills in everyday routines. Children help themselves to a drink and they wash their hands at appropriate times of the day. They enjoy a good range of healthy snacks; breakfasts include cereals, toast and fresh fruit which children thoroughly enjoy. Children learn safe practices, such as the emergency evacuation procedure which they have the opportunity to practise each term. As a result, children learn to evacuate the building promptly. The learning environment is very welcoming, inclusive, accessible, safe, and adapted to meet individual needs. Children's understanding of difference and diversity is promoted very well as they learn about our wider world through books and discussion with staff. As a result of the activities available, the very good staff support and the exciting environment, children are making good progress in this out of school club.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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