

St Anne's Out of School Care

Inspection report for early years provision

Unique reference number

EY243249

Inspection date

18/12/2009

Inspector

Enid Korn

Setting address

St. Annes RC Junior & Infant School, Nineacres Drive,
Birmingham, West Midlands, B37 5DD

Telephone number

0121 7703878

Email

office@st-annes.solihull.sch.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St Ann's Saints, out of school club and Angels nursery opened in 2003 and is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. The provision is open five days a week during school term time and can support children with special educational needs and/or disabilities or who speak English as an additional language. It operates from the former nursery building at St Anne's Roman Catholic Primary School in Chelmsley Wood, near Solihull. A maximum of 56 children aged three to under 8 years can attend at any one time. Currently there are 58 children on roll, 23 in the Early Years Foundation Stage. Morning sessions are from 8.00 am to 11.30am or from 12.45pm to 3.15pm. Out of school sessions are open from 8.00am to 9.00am and from 3.00pm to 6.00pm. There is access for those with disabilities into the building. There is a fully enclosed playground available for outside play. Seven staff work with the children. All staff have suitable qualifications. The managers and deputy managers have NVQ Level 3 qualification or above. The setting is run by a management committee. The provision is registered to receive grant funding and receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

St Anne's out of school care meets the needs of the children in the early years well. A well developed knowledge of each child's needs enables staff to successfully promote children's welfare and learning. There has been improvement since the last inspection and the capacity to improve further is good because of the full involvement of the senior leaders and the commitment of the managers and staff. There is a good commitment to equality of opportunity demonstrated by the manner in which activities are planned and the wide range of opportunities provided.

What steps need to be taken to improve provision further?

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

- ensure that the procedures for recording all visitors is fully followed
- update the planning and assessment systems to the current national guidance for the Early Years Foundation Stage, use these for all children and consider giving greater prominence to the development of speaking and listening skills and pre-reading skills
- consistently promote hygienic practices such as washing hands before eating

The effectiveness of leadership and management of the early years provision

Leadership is good. Appropriate rigorous checks are undertaken on the suitability of all staff. All staff employed are well qualified for their role and have undertaken considerable in-service training on aspects of working with young children. There are at least two members of staff with appropriate first aid training at all times. All staff have received child protection training. Therefore children are cared for in a very safe environment.

Routines are generally well maintained to promote children's safety. Risk assessments on the building take place daily and are well maintained and recorded. Fire drills are carried out regularly. Procedures for administering medication are good. A register is taken at the start of a session and parents sign when they collect their children.

Self-evaluation is good and good systems are in place to inform the Voluntary Management Committee. This body meets termly to review the provision and plan future developments. The recorded self-evaluation is of good quality. There has been good progress in relation to the six recommendations from the last inspection and five have been fully implemented. However 'ensuring that a record of all visitors is maintained' still needs improvement.

Good systems are in place for sharing information with parents and involving them in their child's learning. For example, the new records to be completed after a child's first term require parents to make a considerable contribution, including involvement in planning the next steps in learning. Copies of all policies and procedures are given to parents when their child starts. The Voluntary Management Committee is currently seeking parental views through a questionnaire.

The partnership with the School is close and very effective. Senior leaders of the school take an active role on the Voluntary Management Committee. Systems are in place to share important information relating to children's welfare. Children who attend the nursery have the facility to eat lunch in the school dining hall, thereby becoming familiar with the school building, lunch staff and lunchtime routines; a good preparation for starting at the school.

Leadership has ensured that all the required policies are in place. The policy for equality of opportunity is good and this is reflected in the planning. This has a good emphasis on cultural development and activities covering all areas of learning to meet all children's needs and interests. The range of resources is good. The policy for supporting children with special educational needs and/or disabilities is currently under review.

Planning and assessment systems are established and these now need to be used for all children and updated to the current national guidance for the Early Years Foundation Stage.

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

The quality of the provision is good and children achieve well. Children enjoy themselves and are actively involved in purposeful activities that promote their

learning well. Resources are plentiful and are openly available for children to select. The range of planned activities meets the needs of the individual children well ensuring equality of opportunity. There is a good emphasis in the planning of cultural and religious celebrations of the children and also of the celebrations of other cultures. This helps children to understand and respect each other. In the nursery routines are well established, such as children tidying away toys after playing with them. All the children help with this, enabling them to develop a sense of responsibility and to make a contribution to the community. Relationships between children and adults are good, enabling children to feel secure and to develop in confidence and this will help them in future learning. Children's own interests are encouraged well, such as playing with jigsaws and adults work on an individual basis with children to help them achieve as well as they are able in these selected activities. The activities on offer cover all of the areas of learning. Children particularly enjoy playing in the domestic role play area. They play well together, but they rarely talk as they play and adults do not intervene as much as they could to develop the children's spoken language. Whilst there is a good balance in the planning to cover all the areas of learning there is an under-emphasis upon developing pre-reading skills. Hygienic habits that promote a healthy lifestyle such as washing hands after going to the toilet and before eating are well established. The documentation shows that nutritious snacks are provided instilling in these young children healthy habits for the future. The lunches the children eat, either from home or from the school kitchen, provide a healthy meal in the middle of the day and adults eat with them, maintaining their confidence and sense of security in the school setting. Adults maintain a vigilant watch to ensure that children are playing in safe conditions indoors and outside and they carefully escort them across the car park to the dining room when children go for lunch.

Children are settled well within the after school club when they arrive, by being organised into small groups, according to age. In these groups they talk with their key worker and reflect on their day at school. These reflections and the fact that the adult works in the Early Years Foundation Stage of the St Anne's School, ensure good links between the club and the school for the children. Before children play they all come together for milk and a snack if they have brought one. This is a good social time when young children in the Early Years Foundation Stage learn how to communicate with older children, a good skill for the future.

Opportunities for children to contribute such as by handing out the milk or collecting the cartons are not incorporated. Healthy habits are not sufficiently well promoted at this snack time. The activities provided for children to select from are broad and appealing, covering all areas of learning. Adults are well deployed. Some provide general or outdoor supervision to keep children safe. Others extend children's learning by providing good quality guidance and support at adult-led activities enabling children to achieve well. During the inspection, one of these activities promoted creative development and the other mathematical understanding. At times, children collect for charities, helping the local and wider community. The behaviour of the older children is good and they set a good example to the children in the Early Years Foundation Stage and include them in some of their activities.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----