

# School's Out - Trinity St Peter's

Inspection report for early years provision

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**Unique reference number**

EY243060

**Inspection date**

11/01/2010

**Inspector**

Peter Mather

**Setting address**

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**Type of setting**

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

School's Out.Com Limited at Trinity St Peters opened in 2002 and operates from Trinity St Peter's Primary school in Formby. It is one of four out of school clubs operated by the School's Out organisation. It serves children who attend Trinity St Peter's School and Nursery. A maximum of 40 children may attend at any one time. The out of school club is open during term time and holidays. Breakfast club operates from 7.50am until 8.50am. Lunch club operates from 11.30am until 12.30pm; afternoon sessions are from 12.30pm until 3.05pm. The after school club runs from 3.05 pm until 6pm. The breakfast and after school clubs are for children aged two to 11 years whilst the lunch and afternoon sessions are for the nursery children only, who are aged from two to four years. Children are cared for in the main room. The children also have secure access to an outdoor area and there is disabled access too. A holiday club, open to all in the area, operates throughout all school holidays from 8am-6pm for children aged two to 11 years. The club offers an inclusive service supporting children with special educational needs and/or disabilities. It was the first after school club in the country to achieve the 'Aim Higher' Quality Assurance award in 2006. The club is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. All staff carry child protection accreditations and have had training in first aid, safeguarding and food hygiene. There are 40 children aged two to eight years, and a total of 73 children on roll at present.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The excellent communication with the host school benefits the children greatly. Each child is individually known to staff. All children enjoy the activities, and planning and monitoring are of a very high standard. The progress of the children is at least good, and often better. Partnerships with parents, the host school and the community are outstanding and information is shared very effectively. The provision provides a very safe and inclusive environment. The excellent range of resources engages children very well. Staff are well trained, reflective and experienced practitioners. The provision has an excellent capacity for continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- embed planning and assessment procedures so that learning within activities is maximised and the recording of progress is rigorous.

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

The central leadership within the company ensures high levels of safeguarding and training for staff. The provision records that all who have contact with the children are suitably vetted. Each child has a key person who is also a link between the school and the home. Each child also has an individual file that ensures that there is a central record that reflects the child and their needs. Every member of staff has received training in safeguarding, first-aid, food hygiene and inclusion. The required policies and secure systems are in place to ensure the safety of the children. Staff are vigilant in supervising children to ensure they remain safe in their indoor and outdoor environments. The setting is kept very secure and parents have a full understanding of collection procedures. Staff are deployed effectively and children are encouraged to develop safe levels of independence.

The leadership is reflective and following recent improvements to accommodation has re-evaluated the quality of provision. This self-evaluation is supported by detailed evidence which involves parents and children. The review has focused staff to ensure learning within activities is maximised and the recording of progress is rigorous.

Relationships with the host school and parents are excellent in the sharing of educational goals for the children. Communication is both verbal and written. Careful liaison with the school and clear planning also means that all children receive the support they need. The adults are highly effective in ensuring that all children are well integrated in this inclusive environment. Each child has a nominated key worker who has extra responsibilities for that child. The detailed individual log books ensure that any particular need is met. Children with special educational needs and/or disabilities are well integrated and their needs appropriately known and supported. The manager and staff actively promote equality and diversity, and children are fully integrated in indoor play and outdoor activities. Time and effort is taken to provide experiences that widen the children's view of the world. Examples of this can be found in activities, such as watching the local baker make bread, visiting the police station, growing their own vegetables, making hats for Chinese New Year and running a stall at the village fair. Resources are used effectively to meet the children's needs. The manager and staff have high expectations about securing improvement. They regularly monitor activities and with the early years staff at the host school, plan the next steps.

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

The children are happy and have outstanding opportunities to learn and achieve very well across all areas of learning. Parents feel welcome and speak highly of the experience and the care given to their children. The children also speak highly of the club, particularly on the safety aspects. They feel safe and really enjoy the regular fire drills. They speak happily and confidently about the activities they enjoy and the games they play with others. They are responsible and active

participants in the club, learning to take responsibility for themselves and others. An excellent atmosphere exists amongst the children who care and respect each other. Older children help younger ones. New members of the group are allocated buddies. A variety of activities are available, and at the time of the inspection some children were outside in the snow. Other activities regularly include computer games, or playing with construction toys.

Schools Out is very keen to ensure that the children learn through practical activity. For example, they make their own pizza or wrap for tea discussing the toppings and how healthy they are. They also have fruit and speak of the vitamins that they receive. Hygiene standards are monitored by the staff. The children take responsibility for clearing away and over tea behave in an impeccable manner, talking with each other and the staff.

The development of social skills and developing responsibility is outstanding. Children are involved in meetings to discuss future plans and activities with the staff. They demonstrate high levels of oral skills and the social skills needed to hold a discussion with empathy and respect for others. Outdoor provision includes a gardening area and a fenced breakout area offers some protection from the elements allowing outdoor play in all weather. This area is well stocked with a variety of toys and activities, and is used each evening with the supervising adult supporting play. In good weather, the extensive school grassed play area, with its adventure trail is available. The indoor provision is also an outstanding resource as the new setting is purposely designed. Children use the information and communication technology facilities well and enjoy imaginative play and the wide range of stimulating toys and games.

Planning is very good and supports the experiences children receive in school. Children with special educational needs and/or disabilities have these carefully and confidentially recorded, and activities and routines are made suitable to ensure their full inclusion. Staff support play and adult-led sessions very well. They engage the children in succeeding in developing new skills. Each evening there are craft activities that develop hand to eye coordination and artistic skills in an enjoyable manner. For example, they showed skill as they produced a picture frame, supported each other and conversed clearly about the task with staff. The setting uses photographs well to log observations and to celebrate the success of the children. There are systems in place to ensure that each child is observed and their progress is monitored. This information is shared with the school. However staff remain keen to further their expertise in monitoring progress and to provide more activities to enhance children's progress further.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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