

Our Lady's Stay and Play

Inspection report for early years provision

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Inspection date	07/05/2010
Inspector	Fiona Robinson

Setting address	Our Lady's RC Primary School, Boycott Road, HEREFORD, HR2 7RN
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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

Our Lady's Stay and Play was registered in 2007. It operates from one classroom and main hall within Our Lady's RC Primary School in Hereford city. Children have access to a secure outside play area and field. There is ramped disability access to the setting. Children attend the club from the host school.

A maximum of 24 children may attend the breakfast club, and 16 children attend the after school club at any one time. There are currently 55 children on roll from four to 11 years of age, of whom five are under five years of age. Children attend for a variety of sessions. The setting is open each weekday from 8.00am to 8.45am and 3.15pm to 5.15pm during term-time. The club supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The after school club employs four staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy the excellent activities and achieve very well because they feel included at this outstanding club. They benefit from the excellent partnership between staff, parents and carers, and the host school. The manager and staff have an exemplary understanding of the club's strengths and areas for improvement. There is an outstanding record for continued 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:

- develop the use of technology to record children's activities
- develop the forest school provision in the outdoor area

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding and child protection issues. They regularly undertake risk assessments to ensure a safe, secure environment. Children's safety is protected very well, because children are thoroughly supervised indoors and outdoors. Evacuation procedures are practised regularly, so that children become familiar with the routine. Comprehensive policies and procedures are fully implemented and there are robust systems in place for the collection of children. There are also rigorous systems in place for staff recruitment and vetting of all staff. Excellent use is made of the outside play space and children are

provided with a wide range of resources that are safe and suitable for their age.

Partnerships with parents and carers is outstanding and feedback from parents is very positive. They say that they are very happy with the childcare, which is provided in a bright and stimulating environment. Staff share the individual learning journeys with parents on a regular basis. They carry out regular observations of children's progress and are very supportive to children with special educational needs and/or disabilities, and those with English as an additional language. There are excellent links with staff at the host school and information is shared very effectively. Staff ensure that there is a smooth transition for children to and from school.

The club is very well-led and managed. Staff meet regularly to share planning and discuss assessments. They regularly access appropriate training opportunities and work hard to enrich and build on their existing qualifications. They work very well together as a team and demonstrate an excellent capacity to improve in the future. They provide valuable opportunities for children to access a wide range of good resources and use these well to support learning. Excellent self-evaluation systems are in place and staff value the views of parents and children. Currently, staff have recognised the need to develop the forest school provision in the outdoor area and to develop the use of technology, such as digital cameras and computers, to record the children's achievements. Staff actively promote outstanding equality and diversity in the setting and all children are fully included in activities.

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

Children have excellent access to a wide range of activities. They benefit from being cared for in a bright, welcoming, inclusive environment. Activities are very well-planned and children's contributions are valued and included in the topic web. Children make excellent progress and enjoy learning through topics such as Spring and 'Under the Sea'. Planning is evaluated by key staff who carefully plan the next steps in learning.

Children's behaviour is outstanding, because staff have high expectations and are excellent role models. They cooperate very well with one another and share resources sensibly. They helped to compile the club rules, which are clearly displayed. Children gain an excellent understanding of keeping healthy and staying safe. They learn about the importance of activity as they play football, rounder's and parachute games. They enjoy playing on large equipment and have fun on the slide at the play park. They are encouraged to make healthy choices at snack time and are keen to make smoothies, fruit kebabs and pizzas with healthy toppings. They show an interest in growing their own fruit and vegetables and make healthy soups and tasty rhubarb and ginger pudding as part of their 'Friday is Try-day' initiative. The children's welfare and safety is promoted very well by staff as the children use blocks for balancing and moving, and play in their dens and walkways through the trees and bushes. They learn to use equipment safely and benefit from talks from the community police about road safety.

Children are keen to take part in and choose from a wide range of activities offered to them. They are confident as they take part in projects, team games and competitions, for example, they created wonderful bird sculptures and bird boxes for a competition at a local garden centre. They have also produced drawings of their favourite pets and themes, such as 'Under the Sea', and had them published. They enjoy learning through role play in their post office and going on bug hunts in the outdoor environment. Independent choices are made as they create junk models and make snow globes with glitter. They have more limited opportunities to use technology in the setting, such as digital cameras and computers. They use their imaginations well as they paint pictures and create colourful collages. They develop mathematical skills as they play tabletop games and enjoy playing with the hairdressing set and designing hairstyles. Their skills are developed very well through topics and festivals such as Diwali, the Chinese New Year, St Patrick's Day and Easter, which enrich their cultural experiences. Parents from a wide range of backgrounds support the children in their learning. For example, children have discovered how Christmas is celebrated in Poland, Portugal and the Philippines. There are excellent global links and children are proud to explain how they sponsor a child in Senegal. They enjoy fundraising, for example, they hold charity breakfasts for school governors and staff and parents are very supportive. Overall, the children are prepared excellently for their next stage in learning and life outside the school day.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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

Outcomes for children in the Early Years Foundation Stage	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

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