

St Aloysius Out of School

Inspection report for early years provision

Unique reference number	EY282597
Inspection date	21/06/2010
Inspector	Gillian Walley
Setting address	St. Aloysius First School, 143 Woodstock Road, OXFORD, OX2 7PH
Telephone number	01865 515094
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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

St Aloysius Out of School club opened in 2004 and serves the local area. It is run by Oxford Active Limited, which manages several other out of school clubs and holiday play schemes in Oxford. It is based in a classroom in the primary school and also has use of the school playground. It has places for 32 children, and children attend for a variety of sessions. There are currently 43 children on roll, of whom 11 are in the early years age group. The club is able to support children who have special educational needs and children who are at the early stages of learning English. The setting has disabled access. It is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are four members of staff, two of whom are qualified teachers, one is qualified to NVQ at level 3 in play work and the other to level 2. One member of staff is part way through a degree course in Early Years and childcare. The club has close links with the adjoining primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children who attend, including those who have special educational needs or who speak English as an additional language, make steady progress because the staff provide them with activities they enjoy and which will help them to develop new skills. The staff update their skills through training and they are starting to evaluate what the after school club provides for the children so that they can identify changes and improvements they can make. The after school club has a satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- keep evidence of the daily checks of the premises, stating when they are carried out and by whom, so that the play leader is always sure they have been done (Documentation). 31/07/2010

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

- ensure that parents know about accidents by asking them to sign the play leader's records
- establish a system for evaluating the provision regularly and planning actions they can take to improve the opportunities they offer the children
- ensure that risk assessments cover all of the activities the children may come into contact with
- encourage the children to develop good table manners, for example by

eating their tea sociably together.

The effectiveness of leadership and management of the early years provision

The play leader is very experienced and the staff team works well together. They understand the need to keep the children safe. The premises is secure and can only be entered through the school. When children are playing outside the adults are particularly vigilant, and visitors are asked to sign in. The staff have been vetted appropriately. Information about children's allergies and health conditions is kept where all adults can refer to it easily, and if a child has an accident or needs to be given, medication records are kept although parents are not asked to sign them to show that they know what has happened. Most of the staff have first aid qualifications. All policies have been reviewed recently and can be seen by parents on the website. Parents and staff are also given copies of policies as part of their induction. The staff carry out risk assessments on most, but not all, of the activities to reduce the risk of accidents. Before each session the room and playground are checked but the play leader does not keep evidence of these daily checks. When children leave the setting, for example to attend another club held in the school, they are signed out, and they are escorted back to the club afterwards. All staff have undertaken training in keeping children safe.

The club has made improvements since the last inspection report, for example the first aid box is now checked regularly, and staff have a better understanding of hygienic handling of food. The play leader keeps records of the times the children practise fire drills so that she knows the children would understand what to do in an emergency. When new staff join the after school club they receive more thorough induction so that they understand the policies and procedures well and can help to implement them. The children's registration forms now show all the required information about them. The play leader and her staff are committed to improving what the after school club provides for the children through some self-evaluation, but they do not review the provision and procedures regularly.

The club works well with parents who are always able to talk to the staff when they collect their children and the play leader liaises with the children's class teachers when they escort the children from their classrooms each day. This is reassuring for parents and also means that the play leader and her team know the children well and can support them, for example by letting them do some homework in the club if they wish to. Parents are asked to complete surveys from time to time giving their views about the way the club is run and what activities it provides, and they give very good feedback. They feel their children are making good progress and that they are always safe and well cared for. They like the range of activities the children can choose from. They can refer to useful information on the notice board and on the website, for example about holiday play schemes.

When children start attending the club their parents provide the staff with information such as what the children like to do, and the play leader and staff are developing their skills at observing the children and using that knowledge to plan a

wider range of interesting activities for the children which they will enjoy and which will help them to move on to the next stage of their development. They have recently introduced individual record books for the children with notes of their interests and the activities they choose, although they do not assess the children's progress in a way that would enable them to monitor it.

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

The children enjoy their time in the after school club. They like playing with friends of different ages and this helps them in their social development. It also helps them to develop new skills, for example the older boys help the younger ones to play football and to develop their coordination by playing with hand held computer games. The children feel safe and know the adults will help them if they need them to. The staff know the children well, they use positive language with them and encourage them to persevere, for example with construction and puzzles.

The staff support children with additional learning needs well so that they make as much progress as other children. The children use one classroom and an outdoor area which includes space where they can play football so that they have good opportunities to develop their physical skills. The indoor space is limited, but well used. The children develop their creative skills through drawing pictures and a range of craft activities such as making models from recycled materials, and they enjoy a range of books. They enjoy construction and playing with dolls, and they learn about road safety by playing with cars and a road mat. The children can learn to play chess. The children cannot display their art work in the classroom because it is used by other children during the school day. The children choose what they would like to do and ask for the equipment they would like to play with. The aim of the club is to provide the children with a relaxing environment at the end of the school day.

The staff provide some exciting tasks for the children, such as making popcorn, which give them opportunities for speaking and listening and also measuring, and they join a gardening club so that they understand how plants grow. The children understand how to avoid the risk of infection, for example by knowing when and why they need to wash their hands. They understand healthy eating because their tea time snacks include fresh fruit and vegetables and they can talk about the importance of taking exercise. The children are encouraged to take responsibility, for example they help to make their own sandwiches for tea. However, they do not have the opportunity to develop good table manners by sitting together at a table. The children learn about different cultures and faiths, for example at Eid the play leader talks to them about traditions and they make cards and taste special food associated with this festival. The children generally behave well and they have good relationships with the adults who encourage them to develop new skills and are concerned about their welfare.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	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