

Holy Trinity School

Inspection report for early years provision

Unique reference number

EY282425

Inspection date

08/06/2010

Inspector

Fiona Robinson

Setting address

Holy Trinity C of E Infant School, Church Street,
Clayhanger, Walsall, West Midlands, WS8 7EG

Telephone number

01543452327

Email

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 0300 123 1231, 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: 0300 123 1231
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

Holy Trinity Out of School Club opened in 2004. It operates from the community room, the school hall and the worship centre within Holy Trinity School, Brownhills. There is ramped disability access to the building. A maximum of 32 children may attend the club at any one time. The club is open each weekday from 7.50am to 9.00am and 3.10pm to 6.00pm term-time only. All children share access to an enclosed outdoor play area.

There are currently 60 children from three to 11 years of age on roll, of whom 10 are under five years of age. The club supports a number of children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four members of staff of whom two have appropriate early years qualifications, and one is working towards this.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a welcoming environment and are fully included in an interesting range of activities. Partnerships with parents and the host school are good and information is shared effectively with them. Children enjoy their time at the setting and develop positive relationships with each other. The manager and staff clearly identify where their strengths and areas for development lie, and have good capacity to improve in the future.

What steps need to be taken to improve provision further?

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

- develop assessment records for the youngest children
- develop the use of technology in activities

The effectiveness of leadership and management of the early years provision

Children's safety is protected well, because staff have a good understanding of safeguarding and child protection procedures. Comprehensive policies are fully implemented to ensure children are safeguarded indoors and outdoors. Staff are deployed effectively and risk assessments are carried out regularly to keep children safe in their activities. The stimulating outdoor environment is fully enclosed and is safe and secure. There are robust collection procedures for parents to follow. Recruitment and vetting procedures are rigorous.

The staff work well with parents and carers and keep them well-informed of

special events and activities. Parents say that staff are friendly and caring and their children enjoy coming to the club. They receive regular information through discussion, newsletters and the parents' notice board. They are kept informed of their children's achievement and information is also shared effectively with the host school. Currently, staff are exploring ways of recording achievement for the youngest children. The club benefits from good links with the host school and children enjoy playing in interesting and well-maintained indoor and outdoor environments. Staff are experienced in caring for children with special educational needs and/or disabilities. They liaise regularly with staff at the school and with the children's parents. They ensure there is a smooth transition to and from the club at the beginning and end of each day.

The club is well-led and managed and staff have a good idea of strengths and areas for improvement. Currently, they are developing learning journeys for the youngest children and have identified the need to increase the use of technology in activities. Good self-evaluation systems ensure that improvements have a positive impact on the children's experiences. Good progress has been made in addressing the recommendations from the previous inspection. In particular, collection procedures are rigorous and policies are regularly reviewed. Staff actively promote equality and diversity and ensure children are fully integrated in activities. They make imaginative and effective use of a good range of resources to meet the needs of the children. Staff have a good relationship with the children and sensitively support those with special educational needs and/or disabilities. They work well as a team and have regular opportunities to attend training to enhance their knowledge.

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

There is well-organised indoor and outdoor play. Children enter the out of school club enthusiastically and achieve well in their activities. Staff value their views and incorporate these in their planning and choice of activities. They are developing ways of recording achievement, especially for the youngest children through the use of the digital camera.

Children relate well to each other and behave well. They are given praise and encouragement to increase their self-esteem. They complete questionnaires and activity planning sheets to identify their preferences. They are also involved in devising the club rules, which help them to respond positively in their play. They learn to take turns, share play resources sensibly and show respect for others. Staff are very good role models with clear expectations of attitudes and behaviour, and children relate and respond well to them.

Children develop a good understanding of keeping healthy and safe. As part of a Healthy Living topic they talk about making healthy choices at snack time and the importance of exercise. They enjoy physical play and have valuable opportunities to play football and team games outdoors. Indoors, they move with skilful control and co-ordination as they walk along the bench and jump over the apparatus. They enjoy making their own smoothies, fruit kebabs and muffin pizzas with

healthy toppings for snack time. They pour their own drinks and enjoy being sociable as they sit down together to eat. Children have a good understanding as to how to keep themselves safe through their topics on water safety and road safety.

Children are eager to come to the out of school club because staff are experienced in providing a range of activities and topics which capture children's interest. All children are valued and helped to appreciate diversity through festivals, such as Diwali and Easter, and themes such as India and Africa. As part of their Chinese New Year celebrations children made a colourful range of dragon puppets and Chinese fans. They enjoyed tasting Chinese food and created a wonderful Chinese dragon. They enjoy creative activities such as painting, colouring and drawing pictures. They make dens and enjoy going on bug hunts in the outdoor area. They create their own miniature gardens out of leaves, stones and twigs they have collected outdoors. They cooperate well as they role play in the café area and enjoy dressing up as princes and princesses. They make necklaces out of pasta and models out of boxes. They develop a good awareness of environmental issues and are keen to go on nature walks to the park. They enjoy playing tabletop games, however, there are limited opportunities for them to use technology in their activities. Independence is promoted well and overall, children are prepared well for 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?	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	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

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	2
The extent to which children make a positive contribution	2
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
--	-----