

Holy Trinity Out of School Club

Inspection report for early years provision

Unique reference number

EY264299

Inspection date

29/06/2010

Inspector

Clare Henderson

Setting address

Holy Trinity Primary School, Manchester Road, Southport,
Merseyside, PR9 9AZ

Telephone number

01704 538366

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 2010

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 2003. It operates from basement rooms in Holy Trinity Primary School which is situated in Southport town centre. The club primarily serves children who attend the school; however, other children may attend the holiday club. Children mainly use the dining room and outdoor play areas. The main hall, two classrooms and the computer suite on the ground floor are sometimes available for use. A maximum of 26 children aged under eight years may attend the setting at any one time, all of whom may be in the early years age range. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. There are currently 41 children on roll, 18 of whom are under eight years, and of these, five are within the early years age range. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The breakfast club operates Monday to Friday from 7:30am until 8:50am and the out-of-school club operates from 15:15pm to 6pm. During school holidays the club operates from 8pm until 6pm. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

Six staff are employed to work with the children. Three staff hold appropriate early years qualifications to level 3 and three are working towards level 3 qualifications. The club is a member of the Kid's Club Network 4Children out-of-school club association. The setting receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Holy Trinity Out of School Club is a lively and enjoyable place where children feel included and valued as they learn and play happily together. The club runs smoothly because it is led effectively and all aspects of welfare and care are promoted meticulously. Partnership arrangements with parents and carers and external agencies, including other schools and the local community, are excellent and further support the children's learning and development. The management is developing good procedures to monitor and evaluate the performance of the club. Consequently, capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- further improve planning and assessment systems by involving children more closely in planning activities to determine next steps in learning and development
- extend children's awareness of the need to care for the environment through

providing them opportunities for recycling, planting and growing.

The effectiveness of leadership and management of the early years provision

The manager and all adults have an excellent understanding of the safeguarding policy and procedures and ensure that the children's well-being is given the highest priority. Managers have drawn up effective policies to ensure children's welfare needs are met and these policies are regularly reviewed. The club is led and managed well and has made good progress since the last inspection. As a result, children's learning and development are good. All staff are involved in evaluating how improvements can be made to maximise children's enjoyment. Adults use their good knowledge of the children as individuals and information they gain from assessments to check children have good access to learning through play. However, this information is not always fully used to best effect to plan children's next steps in learning. The highly inclusive nature of the setting ensures that staff consistently pay close attention to promoting equality of opportunity for all children. Managers have introduced good arrangements whereby staff contribute to evaluating the effectiveness of current provision. Excellent links with external agencies enable staff to help parents support their children's individual needs exceptionally well. The manager and staff have established excellent links with the host school which ensures important information is passed from teaching staff to the out-of-school club staff. Parents say they are very happy with the club and explain how much their children enjoy coming. One parent says 'One reason why I chose the school on this site was because of the good reputation of this club'.

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

Relationships between children and staff are a key strength. As a result all the children are fully engaged and happy as they play together. The children are keen to say they feel very safe and well cared for. This is evident as they play happily indoors or outdoors with the wide range of exciting activities made available to them. They imaginatively design sun hats from paper and ribbons and wear them with pride for the rest of the session. Such an activity extends the children's confidence and creativity well. The club promotes good progress in all aspects of their learning. Children make a positive contribution to the community, regularly supporting each other. For example, by sponsoring staff as they undertake a walk for a charitable cause. Children are learning to lead healthy lifestyles with good opportunities for physical exercise. They are free to choose activities such as art, designing and making, writing or imaginative play and activities that cover the full range of the areas of learning. Staff strike a good balance between allowing the children to follow their own interests and intervening to guide them in ways that ensure that children remain purposefully engaged.

Staff observe children at play and report to parents and carers through children's learning journeys. A wide variety of snacks and drinks are offered to the children

who explain confidently the benefits of eating healthily, as they preparing fruit platters. They have less experience of caring for the environment through opportunities to undertake recycling, planting and growing activities. The children are able to choose which resources they play with and spend long periods of time busily engaged in role play or construction activities. Older children help and support the younger ones as they play. The children's language skills develop well as the adults encourage them to think and respond. For example, they express how they feel extremely safe and secure when in the club. They celebrate the rich diversity of the cultural backgrounds of the children through displays such as 'Here We Are' which shows the wide range of countries the children come from. A talking photograph album, in Portuguese and English, constructed by the children, demonstrates very effectively the good knowledge of and tolerance children display for each other's cultures.

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	1
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	1

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	1
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
--	-----