

Our Lady's Catholic Infant After School Club

Inspection report for early years provision

Unique reference number	EY260039
Inspection date	23/09/2010
Inspector	Parm Sansoyer

Setting address	Our Ladys RC Junior & Infant School, Henshaw Road, Wellingborough, Northamptonshire, NN8 2BE
Telephone number	01933 224900
Email	
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 Catholic Infant After School Club opened in 2003. It operates from the main school hall at Our Lady's Catholic Infant School in Wellingborough. In addition to the hall, the club has use of the outdoor play area, the kitchen, toilets and a store room. The club is open to local schools in the surrounding areas.

The setting is registered to care for a maximum of 28 children at any one time. Currently there are 54 children aged from four to 12 years on roll. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions.

The setting is open five days a week during school term times. Sessions run from 8.00am until 8.55am for the breakfast club and from 3.15pm until 5.30pm in the afternoon during term times. The setting also operates from 8.30am to 5.30pm during school holidays.

The setting employs six members of staff, of whom all are appropriately qualified and two are volunteers. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a familiar, inclusive environment and are cared for by staff who are warm and friendly. Children enjoy their time at the club and make steady progress in their learning and development. Systems to ensure that all groups of children are consistently progressing and cared for are not sufficiently secure as not all children are assigned a key worker. Staff's knowledge of procedures helps to secure children's welfare and safety in most areas. A key strength of the setting is its emphasis on the importance of healthy lifestyles, which is effectively communicated to children. Partnerships with parents and carers and other agencies are satisfactory. The self-evaluation system identifies most of the setting's strengths and areas for improvement. Consequently, the setting has a satisfactory capacity to continue improving in the future.

What steps need to be taken to improve provision further?

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

- ensure each child is assigned a key person. 27/09/2010

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

- develop further systems for monitoring and evaluating the early years provision in order to maintain continuous improvement

- develop further staff's understanding of safeguarding children issues.

The effectiveness of leadership and management of the early years provision

There are appropriate systems in place to ensure all adults who work with the children have been appropriately vetted. The setting has clear written policies and procedures in relation to safeguarding children and there is a relevant designated member of staff with overall responsibility for safeguarding issues. Most staff know and understand clearly their roles and responsibilities in relation to safeguarding children, with the exception of a part-time staff member and volunteers who have had limited training. The provision maintains all of the required records, policies and procedures to ensure the safe and efficient management of the service. Staff take the necessary steps to ensure that the children are safe indoors and outdoors and that the furniture, equipment and toys are suitable and safe.

Partnerships with parents and carers and other settings and agencies are satisfactory. Parents receive sufficient information about the early years provision and its policies. They are kept up to date through regular discussions, newsletters and notices about their children's time at the club. Links with the school are strengthening, with written observations being shared to help meet children needs and provide continuity of care.

Some staff are experienced and have a secure knowledge of the Practice Guidance for the Early Years Foundation Stage, whilst other staff, including the person-in-charge, are still becoming familiar with the learning and development and welfare requirements. This means that some systems are not sufficiently secure. For example, a key person has not been assigned to each child to ensure their individual needs and developmental needs are effectively monitored and met. This is a legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been implemented. Staff make the most of the facilities and the hall and the outdoor area is well used by the children.

The person-in-charge has a hands-on approach at the club and along with the staff team is enthusiastic about the children's care and learning. Self-evaluation systems identify most of the strengths and weaknesses of the setting, although not all aspects of the provision have been assessed.

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

Children are welcomed into a relaxed and inviting environment where they have the autonomy to decide how to invest their curiosity through child-initiated play. This routine complements the school day well. This means children enjoy their time at the club as many of them choose to be outdoors in the fresh air and use a full range of physical play apparatus and equipment.

Children begin to develop close relationships which are warm and caring, which

leads to the growth of their self-assurance and sense of belonging. Older children are especially confident within their environment and easily vocalise what they like and want throughout the session and during regular meetings, where they share ideas about future activities. Younger children, however, are more reluctant to voice their opinions.

Children spontaneously interact with one another and share their stories and interests during snack times. Younger children especially enjoy the cosy book area where they can lie on the beanbags and enjoy some quiet time. Children are beginning to problem-solve, make connections, count, sort and match as they build with construction toys, use puzzles and games. Children enjoy colouring and drawing at the table and easel.

The children's knowledge and understanding of the world is developing. Children engage in a variety of experiences in which they encounter creatures, people, plants and objects in their natural environment and real-life situations. For example, children take part in treasure hunts where they find items hidden outdoors and take regular nature walks to make observations and collect insects. Visits from the local police, guide dogs and road safety officer, help children increase their knowledge of the local community, safety and diversity. Children develop their creativity through a wide range of arts and crafts activities. For example, children have been making masks, candleholders and lanterns and have opportunities to freely paint and make collage. Fantasy play is incorporated well as they use the role play resources, small world toys and puppets imaginatively.

There are effective hygiene practices in place to prevent the spread of infection. Children benefit from well balanced and nutritious snacks on a daily basis. Children learn about the benefits of exercise and thoroughly enjoy physical activity. Children learn to keep themselves safe through gentle reminders from the staff and understand that certain rules are in place for their safety. Children learn to behave well, join in and make friends.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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