

# Our Lady of the Assumption After School Club

Inspection report for early years provision

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**Unique reference number**

EY301807

**Inspection date**

06/10/2010

**Inspector**

Andrea Paulson

**Setting address**

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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).

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**

Our Lady of the Assumption After School Club is run by a voluntary committee. It has been registered since April 2005 and operates from a self-contained building in the grounds of Our Lady of the Assumption Roman Catholic Primary School in Blackpool, Lancashire. Children have access to a secure enclosed outdoor play area.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children aged under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. The club operates from 7.45am to 8.45am and 3.30pm to 5.30pm during term time and during school holidays according to demand.

There are currently, 66 children on roll. Of these, 46 are under eight years and of these 17 are within the Early Years Foundation Stage. The club supports children with special educational needs and/or disabilities. The staff team of six is led by a manager who holds a Level 4 early years qualification. All other staff are qualified to Level 3 in early years. The club receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make very good progress as they enthusiastically participate in this inclusive setting where there are some outstanding practices. Staff know children well and meet their individual needs through a high level of interaction. Children are kept safe and healthy with the consistent implementation of the mostly thorough policies and procedures. The partnership with the school is outstanding which strongly contributes to the continuity of children's welfare and learning. Many significant developments demonstrate the effectiveness of the setting's self-evaluation and capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- ensure the record of complaints is kept for at least three years and that they are accessible to those who have a right or professional need to see them.

## **The effectiveness of leadership and management of the early years provision**

Robust procedures ensure that staff are suitably vetted. Knowledgeable staff implement the inclusive policies and procedures well and are clear about their

responsibility to safeguard children. Risk assessments are thorough in resolving hazards to keep children safe indoors and outdoors. Outstanding improvements have been made to enhance the setting and create a colourful, stimulating environment which demonstrates the hard work and commitment of the leader and staff. Self-evaluation is highly effective in identifying areas for continuous improvement, such as obtaining more computers. Recording systems are thorough and policies are comprehensive, with a minor exception regarding the complaints procedure storage and accessibility.

The two play rooms are organised to provide an extensive range of imaginative play areas and activities which children easily access. The art and craft room includes areas for role play and a corner 'den' where children rest and read. The outdoor play area includes a garden where children enjoy growing fruit and vegetables. The daily routine includes regular opportunities for outdoor physical play, though at the time of the inspection, this access was limited due to school outdoor activities. Staff members work well as a team in maintaining a familiar, flexible routine to enable children to settle well. The level of supervision is high with staff working together to ensure that children access all play areas safely.

Staff work in close liaison with parents to ensure all children's individual needs are met. Parental feedback is highly positive with comments about the 'wonderful' club and the caring staff. Partnerships with the school and other early years professionals are outstanding. Most of the staff also work in the school so know children particularly well. Close liaison between the teaching staff and the club staff significantly contributes towards the continuity of children's welfare and learning.

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

Staff members have a good understanding of the Early Years Foundation Stage which, along with their knowledge of the children through school, ensures that very good progress is made across all areas of learning. A key-worker system is established to ensure individual needs are met. This is extended to involve children as 'mini' key workers where older children are encouraged to help the younger children to feel welcome and to settle. Children become more confident through such innovative practice.

Children benefit from an outstanding range of imaginative activities. They are engrossed as they grow fruit and vegetables in the garden, learn dance routines for a show and enjoy a visit to the farm and park. The meticulously planned activities are very well resourced and children are proud to show their work. Many of the colourful displays are made by children making them feel valued and part of their club. Children spoken with are happy and staff build on their interests, so promoting self-esteem and involvement with the club. They learn about cultural diversity as they play with various resources that reflect the wider world.

Children learn about healthy lifestyles through much freedom of movement and regular play outdoors where they enjoy natural daylight and fresh air. They make

posters which illustrate healthy foods and recognise nutritious foods as they devise a 'healthy lunch box'. Children develop a good understanding of health and hygiene through consistent practices. They feel safe in a secure, well-maintained environment where effective practices, such as parents signing them out, are established. Personal safety is promoted as children follow the fire drill routine and use resources responsibly. A poster with children's drawings illustrates their expectations for good behaviour to make the club a safe and happy place. Children's future skills develop as they increase in confidence, learn social skills, demonstrate increasing computer skills, make good progress in their learning and contribute positively to the club.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
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	2
The effectiveness of safeguarding	2
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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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

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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